

Women teachers earn 22% less than men

by Stephen Cohen

Equal pay and sex discrimination legislation has done nothing to alter the lower earnings of women teachers. A Department of Employment survey published last week reveals that women earn on average 22 per cent less than men teachers, although equal pay has existed in teaching since 1961.

The survey explains that the difference is not because of any infringement of equality but because of a lack of staying power among women when applying for higher-paid jobs.

The main reason why proportionately fewer women than men occupy senior posts is that they do not apply for them, the survey says. A recent study of promotion and careers showed that the average number of applications from men for headships of small primary schools exceeded those from women by over three to one. In larger primary schools, seven men to every woman applied, and for secondary headships over 90 per cent of the applications came from men.

Other data suggested that men apply for promotion to a certain status many times more than women; in other words, they are rejected more often and yet keep on applying.

The tentative conclusion reached by the study is that men seek promotion because of extra money, greater esteem and wider responsibilities and that these factors are less important to women.

The earnings figures given by the

department relate to 1973, but there is a chance that the gap between average salaries has narrowed since then.

The differences, though, cannot be wholly explained by the lower proportion of women who are graduates. About 32 per cent of men teachers in primary and secondary schools are graduates compared with 16 per cent of women teachers. The main reason for the difference is the concentration of women teachers in lower scale posts. While there is a relatively little difference between the average salaries of men and women teachers who are on the same scale, a much higher proportion of women teachers are employed in lower-scale posts.

If the same proportion of women as men had been employed in each scale in 1973, average female earnings would have been about 98 per cent of average male earnings.

Women are also concentrated in the lower-paying primary school sector. This may be because women choose to specialize with younger children. About 60 per cent of women elect to train for primary schools as against only 20 per cent of men trainee teachers.

There is also a tendency for married women returners, even if originally in secondary schools, to come back to primary education.

Differences in qualification may be an additional influence to the extent that higher education or pro-

fessional qualifications are normally expected for entry to the secondary or further education sectors.

Murried women may be influenced in their choice of job by the constraints of marriage, particularly if they have a major responsibility for the care of homes and children.

"If her place of residence is determined by her husband's job and she requires a short journey time to work so as to have as much time as possible for household activities, this may limit the educational sector in which she works since the geographical concentration of educational establishments tends to increase with their level and size; although this may be more of a constraint on employment in the further education than secondary sector."

The break in service experienced by married women if they leave to have children is an important factor, the survey says. Women who lose contact with modern methods and possibly miss the chance of in-service training find their promotion prospects reduced.

Marriage may also have a bearing on applications for promotion from women, both because promotion may involve a move to another area and because certain posts of responsibility, especially headships, may entail attendance at evening meetings which could be inconvenient for married women.

The scope of sex discrimination legislation in reducing the pay differences would appear to be limited, the survey says. "The particular characteristics of female labour supply in terms of preferences, timing, quality and location will not be directly affected by legislation."

"Any reduction in the length of service break experienced by married women will depend mainly upon both the willingness of mothers to let their children be cared for by others and the availability of substitute care for children."

Teachers' pay-how and why men and women's earnings differ. Department of Employment Gazette, September 1976. HMSO, 90p.

	MEN	WOMEN
Primary		
scale 1	1,610	1,551
scale 2	1,921	1,939
scale 3	2,212	2,277
scale 4	2,551	2,579
scale 5	2,860	2,814
deputy head	2,413	2,413
head	2,911	2,819
all scales	2,260	1,812
Secondary		
scale 1	1,619	1,537
scale 2	1,993	1,932
scale 3	2,260	2,250
scale 4	2,625	2,599
scale 5	3,068	3,087
senior teacher	3,369	3,326
deputy head	3,265	3,234
head	4,081	3,952
all scales	2,338	1,996
Average earnings of male and female teachers in primary and secondary schools, 1973.		

Direct grants offer a deal

A new scheme of assisted places based on a means test was proposed by the direct grant schools.

The schools are now willing to accept a greater measure of financial control by the Government and reforms in the system of allocating free places in return for being allowed to carry on with selection.

The Direct Grant Joint Committee suggests that the Government's cap-

itation and sixth form grants should be replaced by a system of fee remission for which a pupils could apply through a means test.

The present system of free and reserved places would disappear, but every school would take more than 25 per cent of its pupils from maintained primary schools.

Tuition fees would be worked out in agreement with the Department of Education and Science.

DES asked to study disadvantage

A short, sharp inquiry into the

Department of Education and Science is to study the extent of disadvantage in schools with impoverished backgrounds.

Mrs Williams is thinking of quick internal investigation which will look at the number of children in educationally deprived areas, the number of children in run down urban areas and the percentage of youngsters in such schools.

Mrs Williams said that the need for a conference split almost down the middle at Brighton on Tuesday. She also said the conference would be a study of the minimum or maximum standards in schools with direct grants.

The motion for debate called for the immediate introduction of minimum standards of literacy and numeracy but several speakers commented that this was wishy washy and that true Tory concern should be with maximum standards.

The point was rhetorical but the motion was carried by a large majority. A vote was called for. The motion was carried by 199 to 101.

In his presidential address, Mr. Longest and loudest applause was given to the motion. Mr. Colin Grantham, leader of the Conservative Party, said that the motion was a study of the minimum or maximum standards in schools with direct grants.

Advances in knowledge and technology had led to a new era of scientific techniques. Mr. John Stevens, the party's spokesman on education, said that the motion was a study of the minimum or maximum standards in schools with direct grants.

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New row over Tyndale six

The Inner London Education Authority is fighting a demand from the staff of William Tyndale Junior School that the disciplinary proceedings against them should be held in public.

At Friday's opening session of the five-man tribunal, Mr. George Andrews, assistant education officer responsible for teaching staff, urged that, in the interests of the defen-

dants themselves, the proceedings should be in private.

The lawyer acting for the teachers, Mr. William Nash, described the authority's attitude as "incredibly paternalistic".

Mr. Gary Flather, the barrister who was appointed chairman following the last minute resignation of barrister Mr. Michael Howard last week, adjourned the proceedings.

Important Announcement

THINKING EXAM

The next session of the examination in General Thinking Skills (GTS) will be held on Friday, 4 March, 1977. A certificate in General Thinking Skills will be awarded to those who pass the examination.

The examination may be taken in any school under the supervision of a teacher

PURPOSE
The purpose of the examination is to test practical thinking skills as distinct from the ability to regurgitate academic knowledge. Such skills are especially a managerial, secretarial or administrative post might want to be able to do. It is also an interest in the examination and to say that they will take it professional institutes that have been seeking a more broadly based examination.

EXAMINATION PACKAGE
To provide more information about the examination a package is now available and contains the following:
Past examination papers (30 copies—please state level);
Booklet on the nature of the examination;
Booklet on "What the Examiners are Looking for" and "What the Examiners are Looking for".

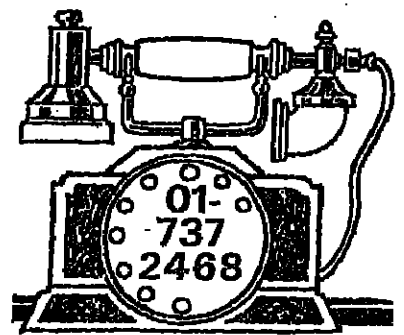
LEVEL
The examination may be taken at three levels:
GTS-JUNIOR: Intended for the 12-14 age group with an emphasis on creativity and imagination combined with logical reasoning.
GTS-BASIC: Intended for the 15-17 age group with an emphasis on logical reasoning, rather than logical reasoning.
GTS-ADVANCED: For those who feel that their general thinking skills are average and who seek a recognition of this. Emphasis on comparison and decision-making rather than decision-making.

The examination package mentioned above may be obtained from:
The Secretary (GTS), The Cognitive Research Trust,
11 Warkworth Street, Cambridge.
(Cash with order, please.)

I am grateful to Maurice Peston for prompting me to think again about a subject that interests me very much: the role of the independent schools in the education of the middle-class and independent schools would think that it is such a way as to produce conformity in adults while progressive schools encourage independence of mind by giving their pupils a much freer choice. Or is it vice versa?

Maurice Peston approaches the question in secular terms. Far from the maintenance of a production of a standardized product, a range of variation is remarkably large; many of us would say far too large. Moreover it appears to be the public schools whose objectives are to produce people all from the same mould. And just to rub it in, he adds: "Conventional schools contain plenty of people who have fled from the private sector to get out of the mould and to get out of the mould of conformity."

We are unlikely to arrive at the truth of any proposition in education if we approach it in a sectarian spirit. I have been encouraged by how many heads of types of schools refuse to think in terms of the sectarian dichotomy of private versus maintained. (The residual sectarianism, however, cannot resist telling Maurice Peston that the sixth forms in the independent sector contain plenty of people who have left comprehensive schools. Would he use the word 'fled' in this context? And what would he say they were trying to obtain? How many heads of types of schools refuse to think in terms of the sectarian dichotomy of private versus maintained. (The residual sectarianism, however, cannot resist telling Maurice Peston that the sixth forms in the independent sector contain plenty of people who have left comprehensive schools. Would he use the word 'fled' in this context? And what would he say they were trying to obtain? 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Breakaway students take on might of NUS

by Stephen Cohen

A fledgling rival to the National Union of Students took wing this week on the promise of cheaper air fares to Greece and Italy. The British Student Association was launched in London by two of its shareholders and directors, Mr Anthony Brown and Mr Leonardo Martin-Brown.

They alleged gross mismanagement of the services provided by the NUS for students and disillusionment with the union's policies, which they said were unrepresentative of the majority of students' views.

The Messrs Browns have tried unsuccessfully to influence the 700,000-strong NUS in recent years. Mr Martin-Brown has been defeated several times in union elections and Mr Anthony Brown set up an organization called Students for Representative Policies which also failed to make much impact.

Now, working on the principle, "if you can't join them, beat them," the British Student Association has entered the potentially lucrative student travel business as a marketing agent of an Italian-controlled travel firm—Student Travel Bureau Ltd.

It will reap an undisclosed commission from STB for every seat sold. At the moment it is offering flights to Athens, Milan and Rome at savings of from £3 to £5.

The winter programme, taken from Students Travel Bureau's normal schedules, also include re-Vienna with seven nights' accommodation, but no food, for £55. The association is negotiating discounts for students and has set up a trading organization called Alchemist Ltd.

to provide commercial services. Membership of the association is voluntary and costs 50p a year. About 300 students have enrolled so far and Mr Anthony Brown claimed that 35 per cent of the students at one Essex college had already joined.

The politics of the association are not being brought into the open, but both directors made it clear this week that although they would not reveal the names of their financial backers—said to be several commercial concerns—they were intent on providing an alternative organization to the NUS to give a fuller representation of majority student opinion.

Mr Martin-Brown's salary of £3,000 a year is coming from sponsors as is the rent for new premises in Earsie Court. He was president and student union administrator at Mid Essex Technical College, a lecturer in accountancy and a chartered secretary. He is a graduate of the Institute of Management and a holder of a Higher National Diploma in business studies. He is 30 and is following an Open University degree course.

Inquiries about the BSA have come from organizations as diverse as St. Andrews University, North London Polytechnic, the Independent University and the Gordon Bleu School of Cookery.

●The Labour Party was urged this week to appoint a full-time student organizer. Mr Charles Clark, NUS president, said Labour was the only large party that had no organizer.

The Conservatives were spending thousands of pounds and installing a computer to organize students' votes and there was no time for delay within Labour ranks, he said.

Mr Clark said the NUS was "a direct threat to local authorities which try to cut back on teachers' wages this week by the National Association of Schoolmasters' Union of Women Teachers."

Any authority which is not prepared to employ the number of teachers allowed for in central government grants to town halls is automatically "targeted" for NUS (NUT) action, he said.

The NUT's "union washers" for severe colleagues and a last on over-size classes—have been in operation in several areas over the past 18 months.

The union's "second" block of pupils and the need for the Government to be "cautious about spending" the "state's" money. "This means that teachers' unions have to pursue policies which are based on militant and determination."

It would be easy, for propaganda purposes, to pose as the "dominated" side, a policy which dominated the number of teachers employed. It would be a "regardless of national economic problems."

It would also be easy to declare that the number of students admitted to courses of initial training should be higher rather than lower, as a necessary prerequisite of a "necessary reduction in class sizes by the end of the century."

It would not be easy to persuade the members of any responsible teachers' union that they should take militant action in pursuit of such policies. Compromise dictates that the realization of the policies in the foreseeable future.

The Advisory Committee on the Supply and Training of Teachers is committed to "foolish policies" the Government says, for recommending a "reduction in the number of teachers."



A small link in a nine-mile chain of sausages were cooked by more than 500 cub scouts throughout the country as part of the jubilee celebrations of cub scouting.

400 schools in survey of teenage mums

Schoolgirl mothers and mother-to-be are being studied by a joint working party of the National Council for One Parent Families and the Community Development Trust.

The survey, which is being paid for by the Department of Education and Science and the Battle Trust, will be carried out in 400 secondary schools. It will try to find out what effect pregnancy has on girls' education, what their job prospects are and what hardships they suffer.

The working party wants to discover how and why a girl decides whether to have her baby, to have it adopted, or to have an abortion. Boyfriends and families will also be contacted.

Dame Margaret Miles, chairman of the working party, said this morning: "We are concerned about the number of girls who are pregnant at such a young age. We want to know the experiences of their age group. How do they get any education at all in the month or two before they give birth and afterwards. They could not claim materially better or supplementary benefits, if they are under 16."

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Dr Macdonald Cattoley, a consultant paediatrician at the National Hospital, London, this week said: "Speaking at a conference in Cardiff organized by the South Wales Dyslexia Association, he said that it had often been said dyslexia was incurable. 'Nothing could be more fallacious or wickedly wrong than this,' he added.

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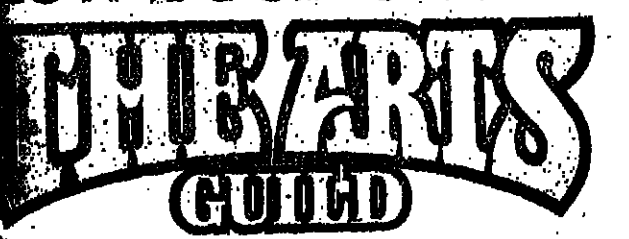
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Choose from over 50 books per quarter! Your free quarterly catalogues will feature over 50 selected books offered at a discount of at least 25%—sometimes as much as 50% off the publishers' prices!

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Much depends on the programme selected by your support staff and equipment are available. These weeks are exclusively for school children with their teachers, or leaders, and a free place is provided in the ratio of 1 adult to 15 children. There are no other guests at the centres.

Barry Island: Wales for 12-16 years, Sat, April 16 to Fri, May 13, 1977—£21.50 plus VAT.
Bognor Regis: Sussex for 8-11 years, Sat., April 16 to Fri., May 6, 1977—£21.50 plus VAT.
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SCHOOLS FROM 1976

Because of the demand for tickets for this year's concert on November 29 and 30, readers who wish to attend are advised to contact the ALBERT HALL booking office without delay.



Mothers from North Newbold, Humberside, leaving the county's first nursery where they enrolled their children following its official opening week. The caravan has a quiet area as well as one for play where Elena Lewis (right) tries out the iron. The nursery will serve five villages and about 50 children.

Institute of Careers Officers' Conference

Attack on 'tatty window dressing' of job creation

by Neil Munro

Job creation is "tatty political window dressing" designed to hide the true extent of unemployment, the Institute of Careers Officers was told at the weekend.

It merely postponed the much more fundamental action needed to tackle the structural weaknesses of the economy, said Mr Gavin Gooderson, secretary of the Institute.

Most speakers, however, disagreed with him on the grounds that some form of aid, while less desirable than surgery, was better than no aid at all. The unhappy prospects for little Joe Smith walking the streets in the absence of job creation were frequently invoked.

Some delegates agreed with Mr Kennedy that apprenticeships should be removed from their age-linked "straitjackets". Mr Jeremy Thorpe, Surrey Careers Service, said that those not wanting training at 16 might be more keen when they were 25 or 35.

Mr Gordon Craig, assistant secretary of the Scottish TUC, warned that the system could not be altered overnight. There were arguments of disagreement when he insisted that there was no bar on apprenticeship beyond the age of 17.

Mr Len Smith, Doncaster, and Mr Malcolm Haller, Berkshire, said one of the reasons why so many youngsters were unemployed was that employers found them too expensive. Mr Smith said that he was not advocating cheap labour but firms must somehow be induced to take on more young people, perhaps through the waiving of the employers' share of their national insurance contributions.

Many youngsters were leaving school nowadays questioning everything and most employers did not relish people who asked a lot of questions.

In his presidential address Mr Peter Gooderson criticized the lack of recognition given by Government and public to careers officers and careers guidance. Less than half of one per cent of the estimated local authority expenditure on education in 1976/77 would be devoted to the careers service.

He accepted that expansion was not possible at the moment, but the next two years should be used to plan a better salary structure for careers officers as well as an increase in staff and premises.

It was high time the Department of Education and Science produced a policy for careers education, particularly in view of the increasing burden on the service from the hundreds of young unemployed people, and from the loss of special measures designed to help them.

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Staff lose free meals in Oxfordshire drive to save £2.8m next year

by Bert Lodge

Teachers will get fewer free meals next year—even when on duty—because Oxfordshire County Council is making its £8.3m savings drive.

In addition to the 500 reductions in the teaching force, the 10 per cent lowering of station allowances—already agreed—will be implemented.

The education committee met for hours last Thursday to consider the economies needed to combat a decision from the policy resources committee in July.

It should bear the biggest brunt of the cuts, a decision that was endorsed by the full council.

The beginning of the meeting was a discussion on the county's financial position. The chairman, Councillor Geoffrey Cross, emphasized that the council's decisions had yet been made.

Mr Cross said that the proposed cuts in "target reductions" would amount to about £2.8m. The much publicized figure of £3.25m, the committee was told.

Bornard Harby, county treasurer, said the misunderstanding was from the discrepancy between the start of the financial year and the start of the academic year.

Members voted to ask the policy resources committee to look into the possibility of "zero-based budgeting"—the approach of "how much must we pay out" rather than "how much must we cut".

They turned down by only two votes a proposal which would have deprived the county's special schools of 18.4 teaching posts.

When the committee was told of the proposal to save money on free duty meals for teachers, Mr Arthur Westall, a retired headmaster, said that too many free meals were being provided for teachers.

Mr Westall said that he knew one school where anyone who stayed late got a free meal. Teachers were going to be treated like that they would not carry on doing their voluntary activities if they saw their lunches cut off.

It was agreed that this economy, expected to save £30,000, be recommended.

It was Mr Brian Hook who suggested the alternative approach of zero-based budgeting. It had been tried in the United States, he said.

Mr Hook said that he had been back various things up to the limit we can," he explained.

Mr Geoffrey Cross thought the system would be unmanageable if just one committee adopted such a revolutionary method. It was surely a matter for the whole council.

Mr Hartly warned members to be sure what they meant by zero-based budgeting. From his experience it would require a considerable increase in staff to carry out.

Mr Anthony Booth said he did not for one moment think the council would ensure we closed down 100 primary schools," he pointed out.

The committee agreed by 18 votes to 10 to ask the policy and resources committee to look into the idea.

The vice-chairman of the committee, Mr Vernon Bogdanor, said that while the cuts involved setbacks, members should not be too alarmed. The worsening of pupil-teacher ratios meant no more than that they would be back to the 1972-73 level in the primary sector and to the 1973-74 level in secondary schools.

He described the measures teachers were taking, which resulted in one class being sent home as sanctions against children. But in the discussion on the proposed lowering of the capitation allowance by 10 per cent, Mr Bogdanor stressed that the priorities must be to keep teachers. He was commenting on Mrs Carr's observation that some schools were offering to take further capitation cuts in return for keeping a teacher.

Teachers should not lose pay, states the chance of promotion under any scheme of reorganization, the federation said in a press statement.

Any scheme needed enough staffing and finance to make the schools run properly and the main criterion for judging the plans should be the quality of education.

Although the statement carefully avoids recommending comprehensive schools the federation thinks that the 11-plus selection procedure "is completely discredited and should be discontinued at the earliest possible moment".

About 4,000 Northern Ireland members of the union will be asked to complete a questionnaire on the reorganization plans. Each of the 14 local branches will hold special meetings and study groups will be set up to examine the implications of the proposals for every secondary and grammar school in Northern Ireland. A report will be produced in January next year.

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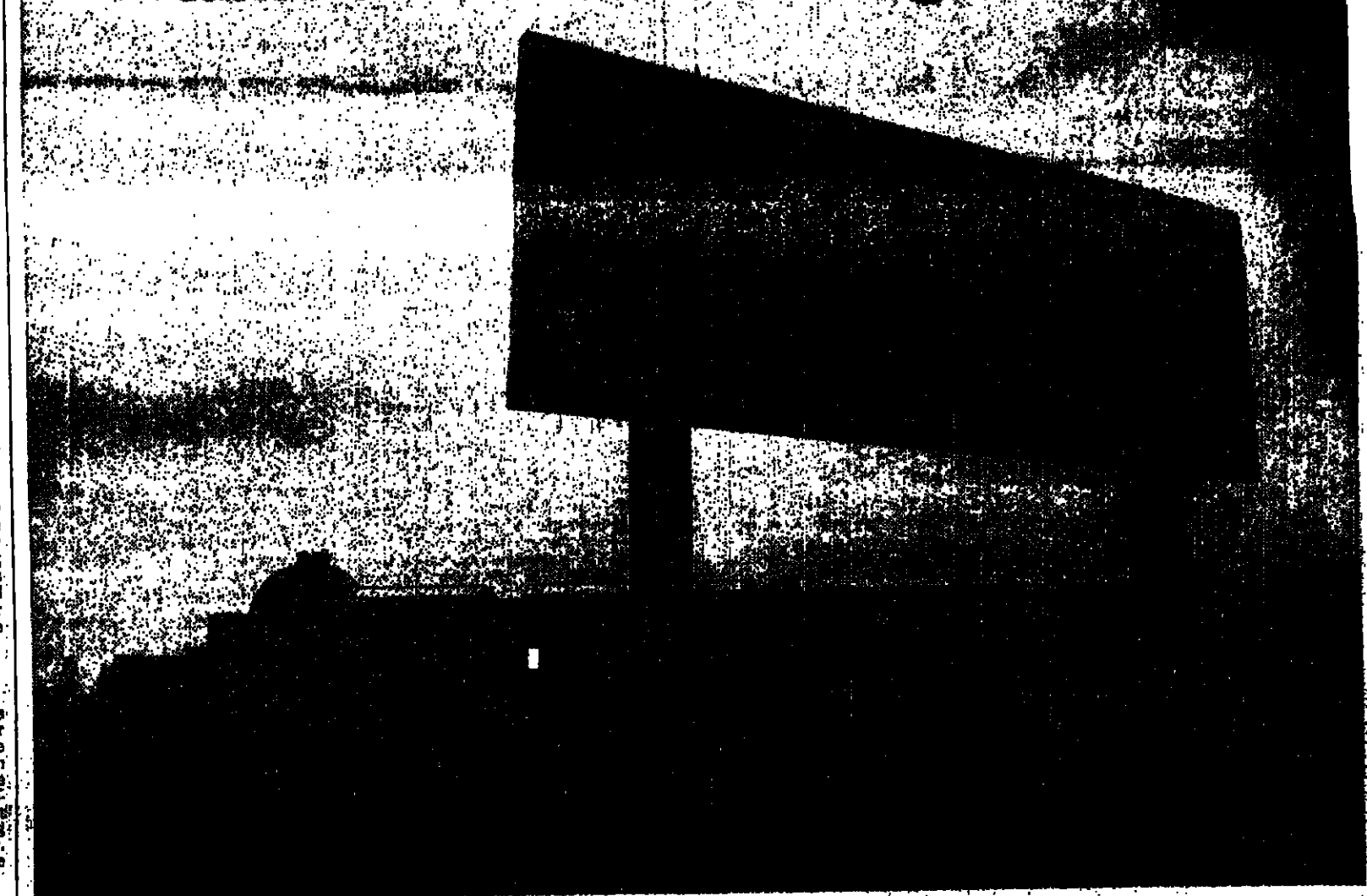
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Profile of people who pick polys

Criticism of the thousands of pounds polytechnics spend annually on advertising their courses in newspapers is likely to grow following a survey which shows that only 7 per cent of their students are recruited in this way.

The survey by three sociology lecturers, who claim it is the first comprehensive national survey of life in polys, finds that only 2 per cent of part-time students heard of their courses through newspaper advertising. By contrast 12 per cent of the degree students were recruited in this way.

Far more significant factors were advice from school or college careers adviser, which drew in 18 per cent of the students, or help from friends or relatives (16 per cent) or employers (18 per cent).

The report also highlights widespread dissatisfaction with the role and status of polytechnic research. It was found that 59 per cent of all poly staff were doing some research. Their opinion of the facilities available was poor, and the overall rating they gave such equipment was no more than 34 out of 100, ranging from 19 at a polytechnic in the North East to 43 in the South East.

Of students engaged in research only 43 per cent gave a favourable assessment of the quality of supervision they received. The survey found that only a small proportion received a research council grant. The authors comment: "The question of how polytechnic research is to be financed has also been ambiguous. The Government made it clear the polytechnics will not receive direct funds for this purpose. Polytechnics have been placed in a difficult position. They have been expected to do teachers first and foremost, and yet have also been expected to develop a research commitment in an atmosphere of uncertainty and ambiguity."

The authors also found that 44 per cent of the staff had a first degree, with 31 per cent also having a master's degree and 16 per cent a doctorate. But 25 per cent had no degree at all and three-quarters had no teaching qualifications. Heads of department were spending 75 per cent of their time on committee or administrative work, and principal lecturers were spending almost half their time in this way. For senior lecturers and lecturers the proportion is 24 per cent.

The authors comment: "The high percentage may be related to the amount of time that was spent in the preparation of CMAA degrees last year. It could also have indicated the inadequate administrative structures in existence at the time of designation of the new polytechnics."

They observe that the increasing amount of time lecturers spend on committee work is "precautiously thought necessary for the development of the 'academic' ethos of the polytechnics". Only 10 per cent of teachers are women. The numbers of part-time students have dropped overall since 1966 and there are more married men than married women on both full and part-time courses.

The authors think the smaller proportion of married women on part-time courses suggests the polytechnics are not appealing to housewives or unemployed married women as much as was expected. People in Polytechnics, by Julia Whitham, in *Teaching and Learning in the Polytechnics*, University of Surrey, 24.

Sit-in agreement

The National Union of Students has signed another agreement with a trade union over campus demonstrations and sit-ins.

Students have agreed to give an early warning of disruptive action to the Association of University Teachers. They have also promised not to intimidate lecturers and to make sure that property is safeguarded.

In return, the A.U.T. will inform the local student union if it intends to take any action affecting students. The NUS has already signed a similar agreement with the National Union of Public Employees.

Strike call over Coventry merger

A day's strike action is being urged to fight redundancies proposed in the merger of Coventry College of Education and Lancaster Polytechnic.

The polytechnic branch of the National Association of Teachers of Further and Higher Education is calling on its fellow unions to join it in a "day of action" to resist the redundancies.

At a meeting last week the Coventry Joint Liaison Committee of NATFHE also added its weight to the call for reconsideration of the proposed merger of Coventry College of Education with Lancaster Polytechnic rather than with the University of Warwick. Tony Goldman, secretary of the NATFHE committee, said the situation was now serious and that his committee had urged the chairman of Coventry education committee to reconsider the merger.

At four major teachers' unions in Coventry, as well as almost all the other bodies concerned, are opposed to the Lancaster merger and the only support comes from Coventry District Council. According to Albert Rose, secretary of the Coventry branch of the NUT: "The proposed merger with the polytechnic appears to be much more unfavourable than the one with the university on all counts, but especially on educational grounds."

Apart from the Coventry Teachers' Joint Consultative Committee, the list of opponents includes the college and polytechnic branches of the NATFHE, the polytechnic branch of the Association of Polytechnic Teachers, the college board of governors, its academic staff and its students' union, as well as Warwickshire County Council and Solihull District Council.

All of them support the alternative proposal that the college should merge with the university. And one of the major concerns is the high level of redundancy that would result from the polytechnic merger. The existing number of staff at the college is much more than is needed for its teacher training places, which will fall from 1,300 at present to 700 by 1980. The polytechnic's staff would be absorbed into non-teacher training courses.

Pupil gets the bird

A 15-year-old boy who killed sparrows from the school aviary to feed his pet control has been reprimanded by the headmaster. The incident happened at Marlborough School in Woodstock, Oxfordshire. A parent complained to the school that the younger children were distressed by the incident. They were said to have seen two older schoolboys go into the school aviary and start shooting sparrows there. They had been told by the headmaster that the birds were to be used for the school's biology class.

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The answer lies in the soil...

"We like the trainees to recognise 30 varieties of fuchsia by the time they leave, as well as at least 30 other types of plants," said Harry Fisher.

It is head of the horticultural department at Luffton Manor near Yeovil, Somerset, which is an agricultural training unit for retarded children. The horticultural trainees grow 70 varieties of fuchsia and sell 6,000 cuttings a year. Next year they aim to grow 100.

The boys learn the names with the help of a game called Musical Plants. It is like musical chairs but they pass round plants in pots instead and when the music stops they have to guess the name of the one in their hand. Mr Fisher reckons that after an hour they will have learned another three types, albeit subconsciously.

But fuchsia are only one aspect of life at Luffton, which is run as closely as possible to an ordinary farm, but is considerably more

labour intensive than most, for obvious reasons. (This only causes trouble during holidays, especially at Christmas when, according to Mr David Carter, the director, they have "fun and games". The staff usually just manage to feed the stock in time for their own festive dinner.)

In the 10 odd acres, apart from the usual rotation of crops, they rear a few sheep, at the moment about 30 cattle (pedigree Jerseys), goats, pigs and poultry. They are almost self-supporting in vegetables. Recently Luffton acquired some horses in the hope of producing more girls. Out of the 55 trainees, only three are girls. So far the horses have not brought about a dramatic improvement in female recruits, but, as Mr Carter points out, these figures reflect those of other agricultural colleges.

Mr Carter thinks that agriculture and horticulture can play an important part in training the mentally handicapped and helping them to lead better and more useful lives. "Naturally we are pleased if a boy gets a job driving a tractor at Luffton; but we are just as pleased if he becomes a dustman."

"It is the trainability of the person that is our main aim," Luffton, during its six years in existence, has maintained a good employment record and about 50 per cent of the trainees get jobs despite the present difficulties. The unsuccessful ones usually go into some kind of sheltered work.

Luffton is so popular that they have to operate a strict recruitment policy. "We have been accused of 'creaming off' and I freely admit it," said Mr Carter. "There is only one Luffton. It is only fair to accept youngsters who are keen on farming and show some aptitude for it." However, he said the staff suffered a terrible dilemma as there was little alternative for those they had to reject.

Every application from a parent has to be backed up by another from the local authority, plus reports from social workers and careers officers. Then the boy is assessed by a psychiatrist from the

society's panel. If he gets through the first hurdle, he goes to Luffton for 24 hours (parents stay in a local hotel) where he meets the staff and is seen by the consultant psychiatrist.

If he is accepted, the trainee is on probation for three months. Even after that time, he can be discharged. If his behaviour deteriorates, between 5 and 19 per cent have been sent away so far. Recruitment is a continuous process—an average one in three arrives every ten weeks. Sixteen up to the age of 26 is taken. This limit is strictly adhered to. Every one has to be sponsored by their local authority which pays the £2,700 a year.

During his probationary period a trainee spends his time with one instructor in charge of assessment. He will be put on maintenance work—painting, laying concrete, helping to build a bridge—which gives the instructor the chance to see how he can cope and what he is good at. It is also a way of keeping the buildings and barns in good repair. "We rely on self-help a lot," said Mr Carter.

At the end of the period, the staff meet to decide whether the boy should concentrate on horticulture or agriculture, taking into account his own preference.

Mr Carter is determined that Luffton should not remain the only unit of its kind in the country. As well as being a director, he is in charge of the society's advisory service and spends a good deal of his time travelling round the country talking to local authorities and voluntary organisations about the merits of agricultural training for the retarded.

Luffton is a demonstration unit for Mr Carter's campaigning. Some old barns adjoining the main are at present being converted into flats for staff and visitors through the government's job creation scheme. When they are ready Mr Carter hopes local authorities will send people down to see how well the unit works and start their own.

Diane Spencer

£4000 SILVER JUBILEE MEDAL DESIGN COMPETITION

The Coronations and Jubilees of our Sovereigns have traditionally provided the inspiration for a widespread flowering of artistic talent - talent applied to the creation of special commemorative items designed to provide the most permanent expression of the people's loyal affection for their Monarch. And no tribute has proved more enduring than the commemorative medal. Some of the most notable works in the history of British medallist art were designed to commemorate great Royal events, and often competition has been the stimulus for many of the finest examples.

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active medal incorporating a portrait of Her Majesty.

The Royal Society of British Sculptors has agreed to act as the independent adjudicating body and has gathered a distinguished panel including eminent sculptors, medallists and an historian. The panel's task will be to review all entries in order to select one design which, in their opinion, most effectively and appropriately conveys the spirit of the Silver Jubilee and the feeling of the British people on this occasion, and to award a further six prizes for designs considered of merit. From the winning design, a special Silver Jubilee Commemorative Medal will be struck.

The creator of the winning design will be awarded a prize of £2,500. The designers of the six additional entries adjudged worthy of commendation will each be awarded a prize of £250.

Early in 1977, the Silver Jubilee Year, the medal selected by the Royal Society of British Sculptors will be struck in silver and in bronze and will be made available to the public. John Pinches Limited, Britain's oldest private mint - within whose vaults lie the precious dies from which many memorable medals of Royal occasions of the past have been struck - will mint the Jubilee medal.

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President of the Society of Portrait Sculptors.

All entries must be prepared to a standard format. Entry forms containing the official format, full details and a list of competition rules may be obtained by writing to David Cornell, Director of Sculpture, John Pinches Limited, 138 Bromley Road, London SE6 2XG.

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Burke tipped for Europe

The Republic's Minister for Education, Mr Richard Burke, is now almost certain to be his country's nominee as the Irish member of the EEC Commission, according to reports now circulating freely in Dublin. While no formal decision has been made by the Cabinet, the chances of Mr Burke, who has until now formally declared his candidacy and who is a close political associate of the Prime Minister, Mr Cosgrave, must now be rated extremely high.

Such an appointment would be controversial. Mr Burke's three and a half years as Minister in the present coalition government, opened in a blaze of favourable publicity when he announced a number of long-needed but peripheral reforms. But lately he has



Mr Burke: controversial

become bogged down in a series of policy decisions, changes of plan, and procrastinations, many of them related to the notoriously unmanageable area of higher education.

His actions and policies at first and second level have been more popular, aimed as they have been at consolidating the position and role of the religious-run school at that level. Even at these levels, however, Mr Burke has not gone unopposed. At the primary level, he has been criticised for his unwillingness to promote primary schools which are not under the direct control of one or other of the major religious denominations, and which would be both multi-denominational in character and democratic in management.

At the second level, his support of the religious-run schools has been attacked for its explicit endorsement of the selection processes practised by many of those schools, and for the way in which it slows up the move towards comprehensive or community education.

Two of his personal favourites in the project and a "transition year" plan for secondary school pupils have not yet progressed beyond their initial stages.

Critics of the proposal to appoint

Irish diary

him to the EEC have put forward the superior claims of two other Cabinet ministers. One of them, though, is ruled out because he is a member of the minority party in the present coalition government; and the other, unlike Mr Burke, is too much of a political asset for the Government to lose him to Europe.

Mr Burke's credentials have in fact been somewhat understated by his opponents, even if they do not necessarily match up to those of his rivals. He is an accomplished linguist, a founder member of the Irish section of the AEPD—the European Association of Teachers—and by no means a narrow nationalist in outlook.

He goes to Europe, however, he will need all his wits about him. The next four years promise to be especially demanding, and nationally nominated commissioners may well find the tug between national and EEC interests a severe strain on their negotiating and diplomatic gifts.

The inexorable drifting apart of free and fee-paying schools in the republic has been highlighted by the formation of a new association designed to help parents find the money for fees.

Many of the schools which do not charge fees do, however, exact a "voluntary contribution" from parents, often to help pay off building debts incurred before the introduction of the capital grants scheme. Such contributions are not compulsory, but a considerable psychological pressure can be applied. Contributions usually start at £20 a child each year. In the fee-paying schools, however, the cost varies from about £100 to more than £1,200 a year. It is estimated that 20,000 children go to fee-paying schools.

Basically, the new association is a form of insurance company, which also helps parents to organize convoluted payments and which may even help to provide loans. Another area in which it will operate is in the payment of school fees falling due after one or other parent has died.

Interestingly, Fine Gael, when in opposition in 1966, published a policy document on education which warned that the two-party system might drift further and further away from the free sector. To remedy this it proposed that all fee-paying schools should maintain a certain number of free places to qualify for state grants.

This policy was overtaken by the comprehensive idea, finally

launched by the Ministry of Education under the minority school coalition government—abolition of the office.

Parents who have a school book—say, at both primary and secondary levels—were started paying more for them than they should have been.

The problem was that the country's publishers found the price they were asked to pay for booksellers' commissions in Dublin, as against the publisher's recommended price, was inadequate, and had increased by 25 per cent. In total, they claim, more than 25 per cent.

Mr Maurice Lavin of the Irish Education Association, has a gross and amusing way of putting the problem. He says that if a school book was all the more necessary thousands of immigrants, it played on particularly Asians, who only have a few years of English, working in the mills and factories, and not getting the best of the language.

English workmates have to be able to understand which has already been the case.

The National Prior, to accept that Asians are like the rest of the population, the only way to help them is to get them to learn English through occasional schemes, organized on a voluntary basis, and generally lacking in enthusiasm, both in teaching and in the use of resources.

The language teaching boom in the past 20 years, through private language schools, and through education centres, has ignored the needs of immigrants, probably the largest group in need of English.

The National Council for Special Language Training was set up by the government to change

Training and retraining

way out of the recession Britain is taking the

ation and training of young people and the

ing of older workers seriously. Here we point

me of the trends.

Earning a craft and the English go with it

Feinmann on the National Council for Industrial

Language Training

all this. Its brief was to tackle the problem highlighted in a recent report which calculated that 10 per cent of Asian men and 60 per cent of Asian women speak English only slightly or not at all and there are many Asians with a 30-year working life ahead of them who speak little or no English. It found that the effort that has been made so far is grossly inadequate in view of the size and seriousness of the language problem.

The NCILT was given a base in Southall, London, a grant of £32,000 to develop resources and powers to encourage local authorities and employers to take English language courses into the factories. It was a unique project in the EFL field as Mr Tom Jupp, NCILT director, explained.

The course has to be fundamentally different from one designed for a visiting air pilot or for someone with a specialist interest. We are dealing with people who come from enormously different cultural



On the job at the Construction Industry Training Board's college, which is 10 years old this month.

and educational backgrounds, who are doing unskilled jobs, therefore, we have to put all the emphasis on trying to equip them to be effective communicators who can begin to be sensitive and responsive to their environment.

The courses, which are 50 hours long, are held for one hour daily during office time. Experimental evening classes were dropped early on because of bad attendance. It's a question of the motivation of the learners. Most immigrants who don't speak English live in isolated ethnic groups and the place of work is the only point of contact with English society," said Mr Jupp.

The course is geared towards work but only about a quarter of it actually teaches job language. For instance, the first lesson of a course for spot welders at a car body assembly plant in the Midlands covers protective clothing, checking for burns and handling the gun. But

the evening lessons teach the learner how to apologize for being late, present a primary school certificate, talk to people about their backgrounds, congratulate, compliment, console and offer help.

Another course for domestic workers at a London hospital includes lessons on how to talk about your holiday, health, and family, as well as teaching essential words like "lockers", "trrolley", "bed" and "chair". "The courses would be invalid unless they equipped the individual as well as improving the general work situation," said Mr Jupp.

In its first year of operation, which ended in December 1975, the NCILT successfully approached a number of local education authorities, and pilot projects were set up in Yorkshire, Lancashire, the Midlands and the South East. Only the West Midlands were uncooperative

and the centre is still trying to establish units in Walsall, Coventry, Birmingham and Leicester.

About 50 full-time or part-time equivalent teachers are now employed, taken from colleges of further education. The trade unions have played an active role in providing management that the courses are worthwhile at national and local level. Local authorities also welcomed the centre's initiatives. But the expansion that was expected this year is now in doubt because of the cuts in education spending.

Tom Jupp said a valuable opportunity might be missed. Because the centres were not now under production pressure, it would be a good time for employers to release workers for training. "By the time the L.E.A.s find they have enough money to invest in the language schemes, the recession will be behind us," he said.

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Training and retraining

Where bumps are ironed out

Tim Albert at a skillcentre

The trendy graphics on the sign outside make a strong contrast with the Victorian grimace of the rest of the industrial estate. "Skillcentre" it says. Then, underneath, in smaller, righter letters: "Training Services Agency."

In spite of its location, Manchester's Trafford Park Skillcentre (that's one word, as part of the trendy image, along with the graphics) is one of the most modern in the country. Completed in May, 1975, it cost £1m to build and equipt, and is one of 58 government-run centres throughout the country which offer second-chance training in subjects from green keeping to deep sea diving.

At first it looks like all the factories on the estate. There is a gashouse with timekeepers inside and a striped barrier outside, an E-shaped brick administration block (with office, medical suite, canteen and classrooms) and a large breeze-block building containing a number of small but busy workshops.

But then you see one or two incongruities. Like a blackboard in every workshop and, outside, carefully laid lines of pavement which lead nowhere.

The manager here is Mr Wally Lunniss, a cheerful, good-looking, 40-year-old man, a trainee for 14 years—but still full of enthusiasm. "If you come out of school when industry is doing well then you can get an apprenticeship as long as you can wait."

But if you come out when industry's doing badly then you'll need a couple of O levels. It's these sort of differences that we want to iron out."

For example, he says, he had left school at 15 and had a variety of labouring jobs for eight years when he decided it was time to better himself. He was in the middle of a course in what the official literature calls "steel fabrication" when he was offered a job.

"But it was interesting. And it's better than being a labourer all your life."

Brian Morris, on the other hand, had been an apprentice some 20 years ago, but had broken it off because he was fed up with brewing tea and going off for left-handed screwdrivers. He drove lorries instead, but a few months ago when he was made redundant he signed on for the heavy goods vehicle maintenance course. "I realized it was my last chance to get a trade under my belt."

There are 215 trainees doing one of 16 courses at the centre—five in engineering, three in construction, three in automotive trades, two in electrical, one in typewriter maintenance, one in sewing machine maintenance, and one in a largely experimental "occupational selection" course for young people.

The courses vary in length from 13 weeks (occupational selection) to 52 weeks (typewriting). The ratio of trainees to trainers is about one to 12, and most courses have staggered starts.

The trainees—all of whom at the time of my visit happened to be men—are aged from about 25 to 40, and have usually been made redundant (an exception was Peter Price, until recently director of the family business running 100 bakers' shops, and now, at 52, doing a car maintenance course and hoping to set up a workshop restoring vintage cars).

Each is paid the appropriate unemployment benefit while on the course. Midday meals are provided, travel over two miles is free and, in a few cases, lodgings are paid for. Working hours are from eight until a quarter to five—or half-past three on Fridays.

Trainees apply through their local Jobcentres. They have to take an aptitude test, then go to the centre for interview by a panel consisting of a representative of the Training Services Agency, a local instructor, and a local employer.

The 25 instructors have all had at least five years' experience in their appropriate trades, and in-service training courses on how to train

other people. Mr Lunniss says they do not want people who want a quiet life. "We want people who feel they have been given something by their trade, and now want to pass it on."

Mr John Parkinson, for example, is an instructor on the car repair and maintenance course. He had been a transport engineer for a firm of contractors, looking after a fleet of 200 vehicles. "I had been made redundant once. The industry was still in a pretty desperate plight, and I had already done some lecturing. So I decided to do this."

"The main thing wrong is that there doesn't seem to be enough hours in the day..."

Other staff in the skillcentre include a deputy manager and three chief instructors, 12 labourers and support staff, 10 canteen workers, eight in the accounts and general offices, a nurse and a placement officer.

As for results, Mr Lunniss says that more than three quarters of the trainees have found work at the end of their training courses. "Some of them now come back and tell their old instructors how they are getting on. And firms are beginning to ring us up and ask us for 'another like the last one'."

"I think we are reasonably successful though I would like to see a greater number of machine trades—and 100 per cent placing."

"We do have our problems, though. Some of the unions give us their wholehearted support, but some are rather lukewarm. There is a shortage of instructors. And the calibre of the trainees sometimes varies..."

"I don't mean the ability to absorb knowledge but their ability to stay the course. I want people who come here five days a week and on time. They do in the main. They are not the type who say 'I'm not doing this' and then they drop out."

"But with training, I always say, you get out of it what you're prepared to put into it."



Nurses with degrees

E. Jane Cooper on the academic side

The idea of combining an academic education with nursing training is still new in the United Kingdom, but to judge from the spread of several nursing schools with universities and polytechnics the concept is growing in popularity. Last year Cardiff University organized a conference for students on degree nursing courses to meet and discuss the advantages, variations and try to identify the less favourable aspects of their respective training programmes.

The variations in the course content and structure are very considerable, but nevertheless some generalization can be made. The schemes broadly fall into two groups: a combined degree and nursing training scheme in which the two halves are fairly distinct; and one in which academic work is interwoven throughout an extended nursing training.

The students on the combined courses attend their universities or normal undergraduates and read a variety of subjects, from philosophy to biological sciences. Most of them appear to be following rigorous academic disciplines and plenty of time to become involved in the extra-curricular activities that are an essential part of university education.

Obviously at the end of the three years the academic performance is judged by the class of the degree, a point that may be important for those students who wish to continue with their academic interests or compete for posts outside nursing. The student nurse, who is a full-time undergraduate, only has a brief encounter with the rising practice during the summer vacation, with 18 months intensive professional nursing training after graduating to prepare for state registration.

In the second scheme the student follows a four to five-year course which ends with the awarding of a pass degree, state registered nurse and generally also certificates in district nursing and health visiting. These courses combine the study of social and biological sciences, nursing and community care, with practical work throughout the course.

usually two to three years being spent in the clinical hospital.

At the conference, which was designed purely to rethink their practices, a whole range of short-term and medium-term measures are being deployed.

It emerged that the United Kingdom nursing curriculum was being administered to read around a subject, the Manpower Services Commission's "Nursing Curriculum Framework" of 1975.

With the diversification of the broad categories, and at a cost to the Government of £250m, the new curriculum is being introduced.

It is probable that the new curriculum will eventually be a trifle to the way in which the nursing and training boards launched their system will have to be accepted.

The new curriculum is a process that is being developed with varying degrees of willingness. Only two universities with nursing faculties have refused to accept the new curriculum, but the others are being persuaded.

As yet the scheme is in its infancy. The first levy, for 1967-68, first graduates are coincided with the outbreak of a simple inquiry about the country-wide meeting of the nursing board and planned phase of the integrated scheme.

The press, which had so far undertaken voluntary comment on the scheme, was particularly unfortunate in the timing of the introduction of the levy.

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Those on the nursing board have appeared to be a year just going down the drain. The levy is a painful process of litigation, and the levy is a painful process of litigation.

Training and retraining

Skills put into idle hands

Mrs Hayes, deputy head of TSA, on helping the unemployed

Unemployment figures mid-August, 1976 show more than 200,000 school leavers out of jobs during September and October, but, comparing like with like, each of the past few years has shown an increase of unemployed school leavers.

The first reaction of many people faced by unemployment is to stay on at school. They are doing just that. They are waiting for a new kind of sixth former who will help in improving his chances of a job? How do they know him better closer to the realities of life in the community?

At this matter, how much of this appears below the age of 16?

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operators and the like. The training boards and organizations in the non-TSA sector have made extensive and successful efforts to find employers or to organize training award schemes in order to secure training places. This year they are expected to fill 30,000 to 35,000 such places.

Fundamentally however, these activities are but an extension of their normal service to these industries. In much the same way the expansion of TORS (the TSA's training opportunities scheme) to provide training for a limited number (about 10,000 this year) of young people represents valuable addition to their normal services to adults.

Two other short-term measures of the MTC are of an altogether different character. They are the Job Creation Programme (JCP) and the Work Experience Programme (WEP) which is to start in the end of September.

Although JCP and WEP are separate measures, they must overlap with one of the initiatives which has followed the publication of Vocational Preparation for Young People by the TSA and the subsequent Government statement on "Unified Vocational Preparation". It is a joint DES-TSA programme for 20 pilot schemes based on further education colleges, skill centres and employers and aimed at school leavers who would normally get a little or no training and further education in their jobs. The schemes are unified in that education and training are conceived as a single and not as two complementary learning processes. The other long-term initiative seeks to secure a broadly based scheme of training and further education for young people who enter occupations in which training is long and expensive and which leads to the acquisition of vital transferable skills.

A consultative document "Training for Vital Skills" proposes the sharing of certain costs by government and industry through a system of collective funding.

What of the future? Young people are evidently going to experience difficulties in finding employment for some time. Whether employed or unemployed they will need to be equipped with the skills and attitudes which will enable them to cope with the changes in the economy and social purposes, as well as between training and education will have to go and with them, many of the habits and attitudes of those engaged in industry and in education.

Mr R. H. P. Jeffes, a farmer, from Minchinhampton, made the headlines by refusing to pay the levy of £16 3s 6d, and having his typewriter impounded by bailiffs. He refused to pay the levy, he told the *Stroud News and Journal* of August 20, 1976, was that he had sent one of his workers on a college course, financed by the training levy. No sooner had the man returned "with various qualifications, than he left farming to go off to become a laboratory technician, where he could earn more money."

In the face of such widespread resistance the Government availed itself of the freedom of action permitted by the Act in October 1967. The decision was taken to finance the board through the annual farm price review under Section 104 of the Agriculture Act, 1970. This device saved the conscience of the Secretary of State for Employment, who desired that the industry itself must be the source of funds for industrial training, while removing the irritations and needless expense of the levy system.

The board's report for 1968 shows that 11.5 per cent of establishments claimed in grants up to twice the levy paid, 4.84 per cent claimed between twice and three times, 2.32 per cent claimed three to four times, and 2.49 per cent claimed four times the levy payments or more.

The board's report for 1969 revealed a shortfall of £8,915,000. A year later it had risen to £12,047,000.

The board now applied for permission to increase its borrowing power from £8m to £18m.

Grants were cut, and drastic economies introduced. The system of levy assessment was also changed to a per capita sum based upon type of occupation.

So effective were these measures that the 1972 report showed an operating surplus of £8,375,000, against a 1971 deficit of £5,307,000. In February, 1973, more than three years ahead of schedule, the board was able to announce that, having repaid a bank overdraft of £8m in 1972, it had now also completed repaying the £8m owed to the Government.

The noteworthy point about these initial failures is that both boards overcame what appeared to be fatal difficulties by means of the flexible provisions built into the Act. Any survivors to give increasing valuable service to their industries.

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Canberra moves to ease youth unemployment

from John Kirkaldy

SYDNEY

Unemployment among young people between 15 and 19 is rapidly reaching a crisis point. Latest figures indicate that 26,000 young people are still looking for their first job (12,000 of these are from last year's school leavers) and one person out of eight seeking employment has never had a permanent job.

The total figure for unemployment in the 15 to 19 age bracket, about 12 per cent of the labour force, is nearly 90,000, a third of the nation's unemployment aggregate. Although youth unemployment is widespread, it is most acute in country areas (due to the agricultural recession) and non-metropolitan townships. It is particularly bad among young females, migrants and aboriginals.

The government has so far argued that the only way to solve this situation is to get the economy into growth, reduce inflation and cut expenditure. This policy ruled out any large-scale schemes or subsidies to ease the unemployment problem.

Now, however, following government backbench disquiet, Mr John Howard, Minister of Business and Consumer Affairs, has announced changes to the National Employment and Training Scheme (NEAT).

The major innovation is the introduction of a \$558 a week subsidy for in-house training of young people who qualify as recent school leavers. The subsidy will be paid to the employer over a period of six months.

To be eligible for the programme, the young people concerned must have left school within the past 12 months and have been registered with the Commonwealth Employment Service (CES) for at least six weeks during the programme.

The number of people involved in in-house training under NEAT has almost doubled to 3,400 in the past five months and the present changes will be reviewed in January. The Treasurer, Mr Philip Lynch, has urged employers in both the private and public sectors to join the scheme.

Another change to NEAT, announced at the same time, is the raising of the subsidy for an adult trainee to \$64.54 (half the average adult weekly wage) for the first half of training. The subsidy for the 18-20 year age group will be \$51.64 per week (40 per cent of the same average wage) and for those under 18, \$43.02 (33.33 per cent). The subsidy in the second half of training will be halved.

As the rate remains higher for adults than for juveniles, jobs will be more attractive to employers. Mr Lynch said that the government was not going to provide assistance which acts as a disincentive to young people, he said.

Given the relatively narrow dif-



Aboriginals have been particularly hit.

ferences in many industries between adult and junior rates of pay and the generally low educational attainments of many of the young unemployed, many employers have tended in the past to take an adult rather than junior trainee under the NEAT scheme.

At best it is estimated that the new scheme will result in only half of the young unemployed being taken on at a cost of \$45m over the next six months before the next wave of 150,000 school leavers reaches the work force.

The Opposition Labour Party has called on the government to increase federal expenditure and subsidies to create employment. The Opposition leader, Mr Gough Whitlam, said that the government was dodging the issue of juvenile unemployment.

Many of the unemployed in this category and their families are angry at the government's recent decision not to pay unemployment benefits to unemployed school leavers until the start of the 1977 school year.

One of the planks of the government's election manifesto was a tougher attitude towards "disruptive" school leavers, those who obtain benefits on false pretences. Mr Eric Robinson, Minister for Postal and Telecommunications, defended this decision, saying: "We are not going to provide assistance which acts as a disincentive to young people," he said.

Sweden Demand likely to stay steady

from Mike Duckenfield

STOCKHOLM

Demand for new subject teachers to fill vacancies in comprehensive and technical schools and adult education is likely to remain level, unchanged for at least the next 15 years.

However, while the forecast by the Central Statistics Bureau points to an unchanged demand for teachers in languages, the humanities and social sciences, more technology and science teachers will be needed.

The bureau estimates that 1,055 new teachers will be required annually by the mid-1980s, with little change up to the early 1980s. The change up to the early 1980s, the subject teacher courses in the teacher colleges during the last decade.

Even allowing for drop-outs and resignations, about 5 per cent of those starting courses in the 1980s are likely to be easily made

Reading level 'unaffected' large classes

from our correspondent

REPUBLIC OF IRELAND

New research showing that large schools are no longer a disadvantage for primary level pupils, reading standards were presented at the annual conference of the Association of Ireland in Dublin last month.

The findings are bound to be controversial, not least because of the continuing pressure on parents and teachers for smaller class sizes, and a widespread conviction that the present large schools are a disadvantage.

The national average is 30:1 and many children in classes of more than 40 are a major cause of poor educational progress, especially in reading.

Mr Michael Martin, research centre at St Patrick's, Drumcondra, told the conference there was no evidence to support the theory that smaller classes have any significant effect on the level of reading ability.

His survey showed, however, where school size was a factor, children from the relatively large and medium-sized schools were doing better than those from smaller schools.

In addition, performance was lower in single-sex schools than in mixed-sex schools or in mixed-sex girls' schools or in mixed-sex boys' schools.

Similar evidence for large classes conferred by large post-primary level was given by the conference by Mr. Greaney and Mr Paul Kelly, who conducted a survey of 100 third-year post-primary schools throughout the Republic.

Their survey showed that there was a "significant" difference in favour of the larger schools when it came to assessing attainment. The most significant factor of all, however, was the pupil's own verbal ability.

Comparing different types of primary schools, the researchers found that the religious and day schools had pupils who were significantly better in reading than those in the local authority vocational schools.

Explaining to some extent the prevalence of selection in religious schools, the researchers said that boys secondary schools had a better record than girls schools in reading, and that secondary schools indicated that class sizes in the girls' schools were so rigid.

Mr Paul McGee, who was in psychology at St. Patrick's, reported on three different types of reading ability in public schools over the past decade, showing, he said, that the best had been no different from the worst, and that the gap between the best and the worst had been 6 per cent in the past five years.

New lease of life for old schools

Empty classrooms are being turned into community centres. Michael Binyon reports

WASHINGTON

The first immediate beneficiaries of the falling population are schools themselves. There is more room for art classes, offices for reading specialists and counsellors, staff lounges and parent-teacher association centres.

Sometimes empty schools are used for alternative education. Vacated buildings in Pasadena, Salt Lake City, Kalamazoo in Michigan and Jackson in Mississippi are being used this way, with schools either highly structured, or stressing self-discipline or even for untrained mothers. An association rented an empty school from the school district and used it as a private morning nursery school, an afternoon recreation school and an evening adult education centre.

Schools are also being adapted to meet the growing demand for community colleges. In Austin, Texas, two empty schools were turned into colleges serving 2,500 adults a week. In Santa Clara, California, a school has become a police academy. In Florida one has become a centre for the state's elderly citizens, and a school in Alabama has been remodelled to become the medical school of the state university.

Sometimes a school is simply handed over to the town government. Mount Holly, New Jersey, bought one for a symbolic one dollar. It was repaired and now houses the bridge club, an art guild and senior citizens club. Over 3,500 people use it each month for activities ranging from collecting antique bottles to belly dancing.

In some towns schools have been combined so that a 20-class building is a poor district of Wichita, Kansas, also has a large gymnasium, which is especially valuable to this area otherwise lacking community facilities. A community action programme runs bingo nights, accepts donations and raises money to keep the centre open.

Remodelling is fairly easy when schools are vacated. The problem arises when the building is merely underused. But many towns are now experimenting with sharing space with the school.

The advantages—reduction of vandalism, shared costs, the reservoir of community volunteers that schools can tap—are so striking that architects are now designing new schools for dual use.

The movement is in Canada as well as the United States. In Ottawa a 100-year-old school assigned two of its rooms for provincially-funded children. During the day the municipal arts centre runs adult art classes, and there is also a daycare centre. The rest of the school is used for regular classes.

Senior citizens' centres are also using empty rooms in schools. The advantage here is that it draws the old and the young together, many old people become so involved that they volunteer as teacher aides and lunch supervisors.

Sharing is not always easy. One obvious user of empty space would seem to be the public library. But these institutions have been reluctant to move into schools, preferring to build new buildings. In an Ohio city a multi-million-dollar library is being planned three streets away from an empty high school building. The elementary school was built. The elementary school was designed for 1,300 pupils, but during the school year the building is only used for 1,000. The high school is only used for 1,000. The high school is only used for 1,000.



A Gloucester, Mass., high school, now converted into old people's flats.

Sometimes many become redundant all at once. Jacksonville, Florida, is a case in point. Eight schools were closed in 1971 to 1972. Such things as telephone exchanges are shared. The rent for the municipal offices is cheaper, and there is more tax money available for the school district. In some areas local government has taken over completely empty schools.

In Gloucester, Massachusetts, a central grammar school has been turned into 80 flats for old people at a cost of \$95,000. The five-story building is near the city hall, two streets from the main shopping area and close to the harbour. The flats will each cost between 15 and 20 per cent less than in a new building.

Housing is not the only commercial use for schools. Salt Lake City has sold two empty schools for office conversion, one in California has become an inn, and in New York State a junior high school now contains flats, offices and shops.

Not all empty schools are caused by the falling birthrate. The flight from the city centres has contributed as much to the phenomenon, and so has racial desegregation.

Of the others, one is being used temporarily for administration, but is expected eventually to return to school use. Another houses a programme for emotionally disturbed children. Another, conveniently cut off from the rest of the community by a new road, is now a drug rehabilitation centre and halfway house for prisoners. Two have been knocked down, two are for sale, and two will be exchanged with the city for land in the suburbs.

Pupils 'working double the time they ought to'

from Mark Webster

PARIS

French schoolchildren are working twice as many hours as they should, according to a leading French doctor and child psychologist.

Dr Guy Vernell, of the Orsay Hospital in Paris, recommends a maximum class time of two and a half hours for six to eight-year-olds, three and a half hours for eight to 10-year-olds, and four hours for 10 to 11-year-olds.

Dr Vernell, in his new book *La Fatigue de l'Enfant*, says that French children in state primary schools work for a six-hour day, three hours in the morning and afternoon, with 15 minutes break twice a day.

In private schools, children have the whole of Wednesday and Wednesday afternoon free, so they must work seven hours a day to make up. The free Wednesday afternoon is the separation of schooling and religion at the beginning of the century, when children were given a day off for religious instruction.

To back up his case, Dr Vernell cites an experiment tried in the provincial town of Hierault, where two classes were selected of "average" children and "average" teachers.

The children were tested for their ability, and the control class came out slightly better. The experimental class did the same number of hours at school but with a great deal more physical education and learning games.

At the end of the school year, they repeated the Terman-Merrill test. The experimental class scored an average of 70.4 per cent, while the control averaged 58.3 per cent. In addition, the experimental class were better behaved and happier.

The doctor quotes industrial production figures to help his case. In 1947, the United States went from a six-day to a five-day week, cutting work time by 16 per cent, yet productivity went up by 14 per cent on average.

About half of six-year-old children are not mature enough to learn to read and although "rational" instruction does not develop until after age 11, abstract study is demanded at 12.

Very often, behind a problem, I find the school, its worries and its difficulties," says Dr Vernell.

Work/study scheme put off

from Arnold Lissauer

AMSTERDAM

The government's 10-year postponing again extending to 1979-80 the part-time compulsory education which now applies to 16-year-olds.

The delay is because of the lack of interest of the employers in appointing apprentices for less than a year.

Absenteeism at institutes of further education amounts to an average of 40 per cent. This includes an average of 25 per cent of the students who fail to attend their classes.

The two-day a week part-time education for 16-year-olds was introduced in August, 1976, on which

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Sport



Two-stroke victory in 'trial run'

Hilary Large (above) of Kings High School, Warwick, won the 'trial run' schoolgirls' golf championship, sponsored by Aer Lingus, at the Airline's Foxhills golf course in Surrey. Hilary, 18, returned an 84, two strokes better than her Kings School partner, Catherine Martin.

The Warwick girls also won the team prize, 11 strokes ahead of the Welsh representatives from Pen-gwllt Comprehensive School, Aberystwyth.

Loreto Convent, Kilkenny, came third with 187 and Madras College, St Andrews further back on 193. This competition was organized as a prelude to a full scale schoolgirls' competition next year alongside the highly successful boys' event. On this occasion the schools were chosen by the ladies' golf unions of the four home countries. In 1977 the girls will have to go through the same qualifying process.

The boys' and girls' events will culminate in the grand international final at Foxhills in May. Details from the Golf Foundation, 156-162 Victoria Street, London.

Fight on for climbing certificate

by Stanley Levenson

Moves to abolish the Mountain Leadership Training Certificate are not going to be taken lying down by those who support it.

The initiative for abolition comes from the British Mountaineering Council, which has accepted the advice of a committee led by Everest climber Lord Hunt. But Sir Jack Longland, chairman of the Mountain Leadership Training Board, says he is "very strongly in favour of continuing the certificate."

The certificate, not the training courses, is in dispute. Mr Dennis Gray, secretary of the BMC, says it wants to keep "the fabric of the training scheme the same" but that mass certification of so many at a low level "produces a false sense of safety."

The term leadership "sounds as if one is qualified to climb Mont Blanc or Everest, but the document is essentially for technical skills in mountaineering and hill climbing."

The BMC wants to put all the emphasis on the log book, which is part of the present scheme of things. The council sees the log book, which lists the activities of the leader, as the best way of assessing his or her qualities.

A study of the log book will enable the employer, the head, the

adviser, the club to decide whether or not the leader has the right qualities to take young people safely into potentially unsafe territory.

Mr Gray emphasizes that experience in hills and mountains is the most important factor. The leadership certificate has been going since 1964 and those who qualified years ago may not have added to their experience.

Sir Jack Longland agrees that experience is uppermost and that fitness to lead is the employer's responsibility. But he feels that the certificate still has great value. About 3,000 people have taken it. It should not be devalued.

He promises that the BMC plan will "not be steamrollered through the MLTB" when it meets next month. Instead, the BMC sees the MLTB—they both operate from the same Manchester office—and has four of the 14 seats.

Mr Colin Mortlock, senior lecturer in the department of adventure education at the Charlotte Mason College, Ambleside, and a member of the DES, believes that there are arguments on both sides, but wonders if "this is the right time to think of abandoning the certificate?"

A certificate, he says, does not guarantee safety—the more intense

able qualities of judgment and leadership do. "Up to now, it has been valuable although it has also been misused."

Mr Peter Mansingham, warden of the Bucklebury outdoor centre, near Skipton, Yorkshire, is "delighted" with the BMC move. He has always been "suspicious of the certificate's validity" and equally suspicious of the subjective assessment that leads to awarding a certificate.

"It is the training course that produces the goods", not the assessment. How could one assess a man's likely reaction in a crisis?

The one-week MLTB course, the first step towards certification, is too short. The log book is all-important. But it needs to be made more realistic. It should include work with parties rather than the man or woman's personal experience in the mountains.

Whatever the outcome of this outdoor debate it is clear that fewer and fewer teachers and youth leaders will be taking the MLTB course, with or without certificate—local authorities, under Whitehall pressure to cut back, are reluctant to pay the £40-£50 for out of county training.

Mr Gray says that numbers taking the course this year are already 300-400 down on last year, when the total was 2,700.

Easy riders out to grass

Schoolboys as young as six or seven, dressed in full "easy rider" gear of leathers, helmets and goggles, zoomed round the track on a farm at Lillingstone Lovell, near Buckingham, in the national youth motor cycle races championships organized by the Auto-Cycle Union.

Sixty of the 170 competitors were ten or below, riding machines of 50cc or 100cc capacity. All had at least three hours, with the more successful boys having more. The

Club (200cc Bultaco) St. Wilfrid, of the Bristol Grass Racing Club (250cc Ansel Maico).

Safety precautions are strict: safety helmets, leathers and goggles. Boys have to prove their riding and control ability in at least four races supervised by their club before competition. If any

thing is wrong, brakes, frames, engine chain guides and the boy



Millfield take relay titles

It was a day of doubles at the English schools swimming relay championships at Crystal Palace last weekend. With one exception the same school won both freestyle and medley races in each age group.

Millfield, as is their custom, did this twice taking all four races in the senior girls' and boys' division. Their girls beat Luton Sixth Form College in the medley and Honbury School, Bristol, in the freestyle. They did not have much to spare in either race. Nor did the boys who edged out Bishop's Stortford College in the freestyle and Chesterfield School in the medley.

Abbey School, Reading, and Burnt Mill School, Harlow, Essex, had the narrowest wins of the championships. Abbey's junior girls beat Gillingham by one stroke and Burnt Mill's intermediate girls' medley team (2min 14.4sec) beat the teams margin against King Edward School, Sheffield.

Queen Elizabeth's Boys School, Barnet, Greater London, set the day's record of 50.2sec in winning the intermediate freestyle from Rutherford School, Newcastle. Hanson School, Bradford, race Debbie Jay of Hornchurch, Essex, won her third successive title in the diving championships. David Wood, Burnley, Lancashire, won the senior event and David Cook (Moor) of Epsom, London, the intermediate group. The other new divers were John Allen (Oxford) and John Jones (Luton). David Cook and Sandra Hooper (W1834)

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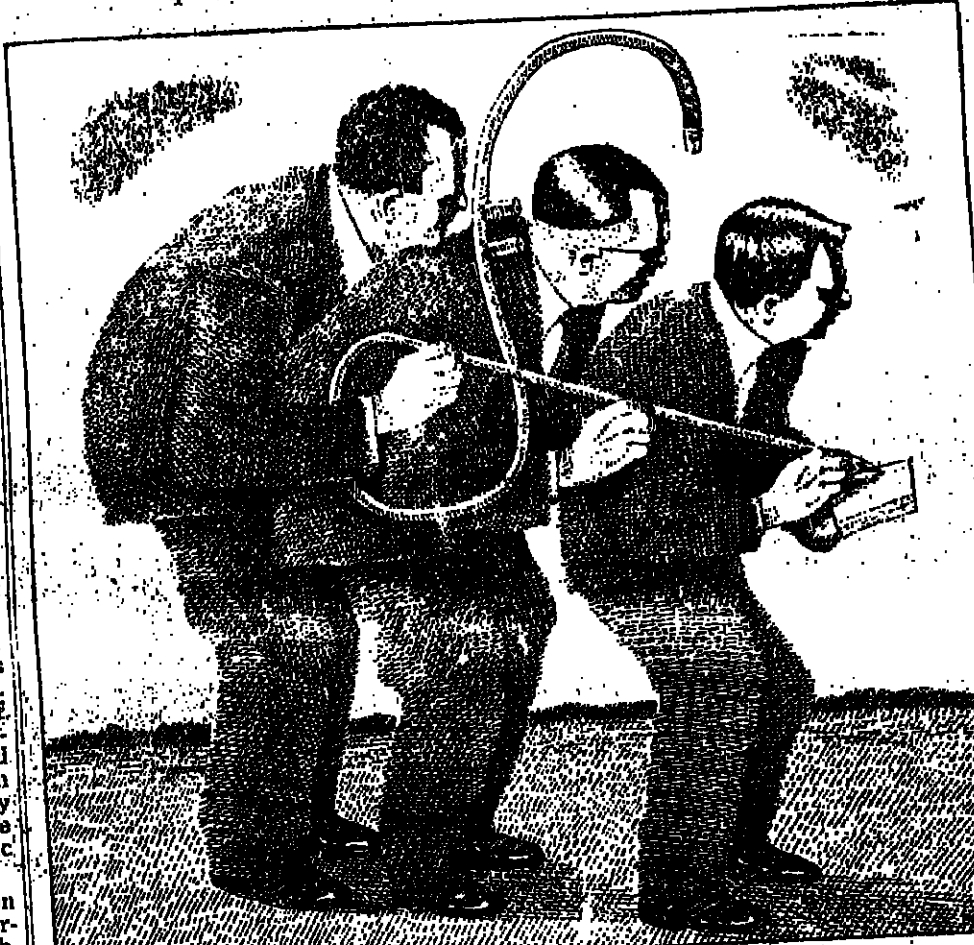
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Back to base

In the first of an occasional series of articles by directors of education Robert Aitken urges the new Secretary of State to give immediate attention to the questions of induction and in-service training



teachers to use them, varies enormously. They range from an isolated spare room or hut to a redundant school remodelled for the purpose. The total annual revenue expended on teachers' centres by all L.E.A.s is probably no more than £10m.

The employment of advisers is similarly varied. There are about 1,850 advisers employed by L.E.A.s, which gives a ratio of about 1:250 in relation to the total teaching force; but the amount of time devoted to in-service training varies.

It is proposed that the training of newly-qualified teachers will be "finished off" in the schools with the help of experienced teachers released by the L.E.A.s at an annual cost of 1976 prices of about £45p.

At the same time experienced teachers are to be released to go on to the colleges for further training back to the colleges for further training at a cost of say, £68m. If this is to work as a cost of say, £68m. If this is to work as a cost of say, £68m. If this is to work as a cost of say, £68m.

The prospect of a coherent induction and in-service training scheme therefore seems bleak. The logic of the three cycles of training envisaged by James, and of complementary to the other, seems likely to be lost in an ad hoc patchwork of expediency.

Yes the need of teachers identified by James remains valid and urgent. Teachers work in a rapidly changing society in which there is more social mobility, a wider spread of experience and a greater mingling of cultures whose values, traditions, way of thinking and status is being questioned and re-evaluated. The strengths of colleges and schools are being affected by the changes in the background of increasing tension (racial, religious, class, etc.) and the education system is being challenged.

What guarantees do we have? The proposed National machinery for the service of training has not been established. Few colleges or polytechnics have established local committees with teachers and L.E.A. representatives to replace the area training organizations even for initial training. Because it is apparently considered that the CNA education committee is sufficient to deal with the changes in the background of increasing tension (racial, religious, class, etc.) and the education system is being challenged.

Other main source of in-service training comes from the L.E.A.s' teachers' unions. Although there are about 400 teachers' unions, the premises, staffing, and support are very poor. The support is given by the L.E.A.s.

and in-service programmes, will be devised around the skills of the staff who remain. There is no guarantee, therefore, that the 20 per cent of college places reserved for in-service work will serve the needs of teachers.

The pilot induction schemes have shown that the recruitment of tutors is a tricky business, and can be disruptive to pupils' education. The tutors need training and support from local centres and advisory staff. Presumably the Government intends, when it judges economic conditions are right, to provide for induction and in-service programmes in the rate support grant. But all L.E.A.s are now cutting back on their budgets.

Reduced standards of pay for teachers, ratios, the use of part-time teachers and on per capita on the restoration of these cuts. Under the rate support system there is no guarantee that all L.E.A.s will reflect the national settlement in their budgets.

Perhaps we need to borrow from the idiom of the industrial training boards. Teachers are the largest body of professional workers in the country. The importance attached to its work in the life of the nation. Yet post-qualification training is haphazard and woefully inadequate. The sum required to improve training is vast. But the means to this end need to be clarified. It is to be hoped Mrs Williams will attend to this issue soon.

Robert Aitken is director of education for Coventry.

Next month: G. R. Pritchett, of Oldham, on corporate management of education.

service there is a high rate of organizational and curricular change. Teachers are faced with the demands of new knowledge, different or conflicting values, new methods, new forms of organization, and increased social responsibilities for which their initial education and training could not prepare them.

Unfortunately James focused his response to this entirely on the individual teacher. This can only be a partial answer. Experience in many L.E.A.s, especially since the development of teachers' centres, has shown the value and need of school-based in-service education and training. Teachers do not work entirely as individuals. Increasingly they are being called upon to work with groups or teams, as a member of a whole staff, of a department or year team on an interdisciplinary basis, or in a team of house tutors. The introduction of family grouping, mixed ability teaching, open plan or team teaching, the involvement of parents in the classroom, technology-based learning projects, and the abolition of corporal punishment require teacher commitment to common objectives and methods.

These are welcome developments. Education has too often been disjointed in the past because of the whims of individual teachers. It can help teachers to attend college or centre-based courses, but these cannot reproduce the commitment generated by group dynamics in school. There is further evidence for this in the work of the Schools Council whose methods are based on the research-design-development model, so that in the past 10 years schools have been flooded, and sometimes confused, by reports on new methods and materials. The Schools Council annual budget of £1.1m is provided by L.E.A.s as a block deduction from the rate support grant. This and the support given to the National Foundation for Educational Research in England and Wales, the National Council for Education and Training, the National Committee for Audio-Visual

Aids, the universities, and DES courses, should be seen in the perspective of in-service development needs.

The Advisory Council for the Supply and Training of Teachers is right to call for "a review of the problems by all relevant interests", to point out the dangers that "long-term objectives could be lost sight of amid short-term expedients" and that the division of financial responsibility might lead to a drift in which existing resources are whittled away.

A review is needed to avoid these dangers, and in the process the James proposals may need to be reshaped by shifting the focus away from the individual teacher towards a more local and school-based approach.

Perhaps we need to borrow from the idiom of the industrial training boards. Teachers are the largest body of professional workers in the country. The importance attached to its work in the life of the nation. Yet post-qualification training is haphazard and woefully inadequate. The sum required to improve training is vast. But the means to this end need to be clarified. It is to be hoped Mrs Williams will attend to this issue soon.

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The young leading the young

Barbara Mogford Breakell describes how nursery nurses are educated and trained to meet a variety of needs

In the debate on pre-school provision qualifications, education and training are accorded scant attention. There seems to be a view in some quarters that, given good will, almost anyone can look after other people's young children.

Yet in many sectors it is increasingly acknowledged that such a task requires some degree of specialist knowledge and skill. The Pre-School Playgroups Association has long recognized the need for training, and has an ambitious programme related to their needs. Brian Jackson argues that although the last thing needed is a Royal College of Child Minders, the work would benefit from some kind of informal training programme.

Nursery nurses are an important element in statutory pre-school provision, yet little seems to be known about how they are recruited and trained. Moreover, there is misunderstanding over their designation. They are not nurses in the accepted sense, nor do they always work in nurseries. In the closed world of nursery nursing the term denotes a rather special kind of person concerned with young children. Elsewhere it appears an enigma.

Nursery nurses undergo an approved two-year course, usually held in a college of further education. The course is focused on the study of early childhood from birth to seven years of age, and is concerned with the characteristics and needs of young children, and how these needs are being or could be met.

There is a common, but often ill-informed, view that nursery nurses are simply people who have been trained to look after children. This is a professional skill increasingly valued by other professional groups because it is useful in the early identification of special needs. It is equally valuable whether the concern is for a possible minor physical disability, a sensory handicap or a suspected deliberate injury.

The courses are formally approved by the National Nursery Examination Board. The magic letters NNEB are referred to by many people who have only the vaguest ideas concerning this mysterious board. It was established in 1945, to offer a nationally recognized qualification for those who were working in nurseries with pre-school children. Members of the board are nominated by organizations, professional associations and employing authorities concerned with the health and well-being of young children. It is an independent trust registered as a charity and in receipt of no public funds. Its approval procedures are stringent and its regulations strict.

The course is open to students who have attained school leaving age. This regulation is under constant scrutiny, for doubts are frequently raised about the desirability of allowing students to embark on the course at such an early age.

Specialist courses in child care and child development are offered in many colleges. These are often run by experienced nursery nurses, and are designed to provide a more in-depth knowledge of the needs of young children. At least for high schools and sixth formers, such courses are discretionary. Multisession entry is at least assured, that fewer people are precluded from taking the course than would otherwise be the case.

On the other hand, the case for raising the age of entry is a powerful one, resting largely on the issue of maturity. It is argued that at 16 a qualified nursery nurse is too young to be able to cope effectively with young children whose home circumstances are such that they

are regarded as being in special need. Moreover, there is increasing recognition that nursery staff have an important part to play in supporting the families of these children, and it is questionable how far it is reasonable to expect an 18-year-old to undertake this task.

It must however be recognized that some young nursery nurses are extremely successful, showing great insight and integrity in the way they behave to young mothers, some of whom may be only a little older than themselves; and there are always some older members of staff in the nursery, including the matron or principal nursery officer, who carries the overall responsibility. The problem is less acute in nursery and infant schools, where an older and more highly qualified person, a teacher, is responsible for the children, and the nursery nurse is an assistant.

At the moment the board lays down no specific entry requirement, relying on the judgment of college staff on whether the potential student would be able to follow the course successfully. A more important consideration, in the view of many people, is that the student should have the personal qualities for work with young children: energy, sensitivity, imagination, and a sense of humour.

It may become necessary to take account of both personal qualities and the level of academic attainment, since demands being made on nursery nurses are perhaps greater than ever before. Not only are they expected to know how to meet the immediate physical, social and emotional needs of the young children,

and to establish and maintain contact with their families; they are also expected to provide stimulus for their intellectual growth, foster language development, and in general monitor the progress made by the children.

In nursery schools and classes there is a teacher whose principal task it is to plan for the whole developmental needs of the children, and to provide such opportunities for learning as seem appropriate. But this in no way obviates the need for the nursery nurse to understand something of the child's intellectual functioning. It is essential that she understands the teacher's aims in order to be able to assist her in carrying out the programme.

Many of the children with whom nursery nurses are concerned are also the concern of people from other disciplines: social workers, medical or psychiatric consultants, educational psychologists, even magistrates. Nursery nurses are frequently required to comment informally to such people on the difficulties, behaviour or progress of a child. Sometimes written reports are required for consideration by social services departments, paediatric units or courts.

Nursery nurses do not only work in schools and day nurseries. They are being employed increasingly in hospitals, in maternity or paediatric units, or in special assessment units. It cannot be claimed that the basic NNEB certificate course is an adequate preparation, though clearly nursery nurses make a considerable contribution to the wellbeing of young children. Some hospitals arrange

training courses for qualified nursery nurses who wish to work with babies, possibly in a special baby care unit; there is no national programme of courses. Nursery nurses are also employed with handicapped children in special schools or units, or where handicapped children are attending ordinary schools. The basic certificate course does not and cannot include sufficient specialist knowledge or provide the development of the specialist skills required in such work.

In acknowledgment of these needs, those of severely deprived children, NNEB is currently launching a course at a higher level of study. The advanced certificate of the NNEB will be open to qualified nursery nurses with a good academic background and at least two years' experience, and will be focused on the characteristics and needs of children whose progress and development are affected by disease, deprivation, handicap.

Of those who qualified in June 1977, approximately 50 per cent found employment in schools or establishments, a further 20 per cent in social service departments. Others now employed in maternity or paediatric units of hospitals. Some are working in private families, others in crèches provided by firms for the convenience of employees.

In more than one area qualified nursery nurses who trained as mature students, now employed as members of a home visiting team, working with health visitors, social workers as part of a support team to families. This is an exciting development, and there may well be others equally new. It might be sensible to consider the possibility of qualified nursery nurses working with home helps, to give such support to a family that the need for day care might be eliminated. A few qualified nursery nurses are registered child minders.

Traditionally efforts have been made to match the number of NNEB training places to the probable job opportunities. An adequate manpower planning exercise in relation to the supply of nursery nurses would be difficult if not impossible. Nevertheless, those most closely involved in training generally feel that any student who gains the NNEB certificate will have work with young children somewhere, and that the traditional policy is therefore right. They are unhappy at the prospect of unemployment among qualified nursery nurses.

There is an alternative view, which holds that NNEB courses are both successful and popular, and that there should perhaps be some further, if modest, expansion of places. This view becomes persuasive in the light of evidence that the courses are usually considerably oversubscribed.

There are many criticisms of the work of the NNEB. One is that those involved in the training have too exclusive a view of nursery nursing; that the students are over-protected and regarded as distinct and different from other students in further education. Other criticisms relate to the curriculum; asserting that students are training within an ideology of early childhood that is essentially Froebelian,

with too little attention to current research into the development of cognitive skills; that tutors on NNEB courses disseminate views on the family and the social structure that are incompatible with the realities of contemporary society.

There may be elements of truth in these comments. The work of the NNEB has expanded rapidly, and it would be unreasonable to expect any organization to concern itself with numerical expansion and major curriculum development at one and the same time with equal success. One of the effects of the present economic crisis will be to give the organization a period of stability, during which progress already made may be consolidated and major policy issues debated fully.

The strength of the NNEB lies in its independence. It is not concerned with the particular staffing needs of any individual sector of the public service; it is concerned with providing training opportunities for those who wish to work with young children. At a time when many forms of professional training are becoming increasingly generic in orientation, the NNEB remains determinedly specialist. It conducts its activities in the belief that early childhood is an area of study in its own right, and that those who wish to work in this field require a specialist knowledge of the needs of young children, and the skills to meet such needs in a variety of contexts.

Barbara Mogford Breakell is director of courses at the National Nursery Examination Board.

Image and reality

Betty Perry challenges some traditional ideas about playgroups and nursery schools

In his end of term article in July, Maurice Peston looked back over his experience of 11 years as a primary school parent, and found them good. He found difficulty in matching this personal experience with the changing tenor of public debate in education over that time—from the expansionist, optimistic, confident days of 1965 to the contracting, pessimistic and uncertain present.

This may be because the public debate is based on a partial view of the educational scene, which has very little to do with the real behaviour of those involved. The pre-school sector is an example. The playground movement's public image is of an amateur, outgoing, confident, modern, "let's involve the mothers" organization. This is an image fostered by excellent public relations exercises, of which the recent article celebrating 15 successful years of the movement's existence is a very good example.

The nursery teachers' public image is of an over-professional, introspective, traditional, "only we should be allowed to touch the children" figure. It is fostered by nursery teachers' silence and a tendency to knock nursery education. The BBC series *State of Play* and the book *Early Childhood Education* are good examples of this.

However, if we take just two aspects of these public images—professionalism and parental involvement—and look at current practice, we see that in the first case the roles are reversed, and in the second they are not different, but very similar.

The pre-school playground movement is far from being a loosely connected amateur organization. It is a very highly structured, professional hierarchy of national and local advisers, development officers, playground factors, who publicize not their own activities but the successes of the playground leaders on whom they rely.

When it comes to practice, it is the playground sector that is closed and the nursery school sector that is open. At local level a teacher who has run a playgroup, tutored playground leaders and childminders finds she cannot teach in another area because she does not hold a Playgroup Tutor's Certificate. This is a City and Guilds certificate, which aims to improve teaching skills in subjects like shorthand, cookery, carpentry at further education colleges, and which has been adapted to playground needs. While it may serve a purpose, it is not a superior qualification to a three-year or a postgraduate teacher's certificate when it comes to teaching ideas.

At national level, the playground sector prevents a national researcher from giving her ideas on curriculum directly to playground leaders, because the professional byzantine insists the information goes to the adviser, then to the second layer, on to the third, and so on down to playground leaders.

In nursery education, however, there are many more channels. The Board of National Nursery Examination, who have never taught a child of any age, let alone a nursery child, and who have had no experience of training an NNEB student at school. This has happened at a time when practical training under a nursery teacher has been reduced from three days a week for two years, from 240 to the present 77 days. These practical experiences, these placements, are now being employed as a qualification in some areas, and the NNEB is now being employed as a qualification in some areas.

With the current emphasis on action research, we may arrive at a much better match between what we do, and what actually happens. It might even be that some of our successors, despite wider publicity, will have the reputation of being more successful than we are.

take part in all aspects of playgroup work. The history of nursery education confirms the concern of the McMillan's, Lillian de Lissa and D. E. M. Gardner, to name a few, with parental education and involvement. A Board of Education Report (1936) said all the schools visited for its survey had the happiest relationship with parents. Mothers came to school to help bathe children; fathers to mend toys. Lectures on diphtheria immunization, making clothes and the history of teaching reading attracted large audiences. The activities of parents' associations were "so many, so various and so universally successful as to be almost embarrassing to chronicle".

In other words, relationships with parents are very similar in both sectors, with the possible exception that the parent of a nursery school child would not have to accompany the child to school, as some playgroups insist. Few nursery teachers would feel qualified to say that they knew better than the mother what was good for her and her child.

It is possible that this particular discrepancy between image and reality arose from the comparisons the playground association made between itself and school. This comparison was taken to be between playground and nursery school, whereas in fact it was between playground and primary school.

After all, the playground movement had very little experience of nursery schooling, which is why it got going. The nursery schools were so accustomed to close relationships with parents that they did not see the need to publicize it, or expect such a one-sided claim to be taken seriously.

The pre-school playground association has taken the view that it is in competition with nursery schools. It is a highly structured and articulate organization which writes for the public and advertises its successes, but publishes little about its difficulties and failures.

Nursery teachers are, in contrast, isolated and very poorly organized. They have regarded the overwhelming and unsatisfied demand for nursery education as public proof that they have some success. They write for other teachers, rather than for the public, and discuss their difficulties and failures.

For example, when Joan Tough writes about a new DES research grant to look at the role of nursery assistants in language development, she does so in terms of the weaknesses of current practice. This does not mean the assistants do not have strengths.

From these partial views the public concludes, as more regrettably do educationists outside the nursery sector, that playgroups are always successful and that nursery schooling is, in the words of Alan Little, "a catalogue of failure".

The public image of other sectors of education derives from the literature. Since the optimistic days of the mid-sixties, the literature has been largely negative, and the involvement of teachers in analyzing their practice, and innovating, has brought diminishing returns because of the critical nature of the writing—often undertaken by those outside teaching.

There has been little research into further education, which remains buoyant. If this literature gets to the public through educational journalists who do not put it in context, it is seen as the whole picture rather than part of it. The ending debate is centred on criticizing the system and causing the pessimism which is symptomatic of today. In the long run, it leads to a complete breakdown of morale, and a loss of action.

With the current emphasis on action research, we may arrive at a much better match between what we do, and what actually happens. It might even be that some of our successors, despite wider publicity, will have the reputation of being more successful than we are.

Betty Perry has recently completed the Advanced Diploma Course in Educational Studies at the Cambridge Institute of Education.



Nursery nurses in training at King's College, London



Nursery nurses in training at King's College, London

Hilary Finch on the growth of school bookshops

After five years ago, Penguin Books published a pamphlet called "The School Bookshop" which said that they have been financing the first 18 months of the life of "School Bookshop News," a 30 page termly

It's all so easy, you might think, where there are helpful county advisers and PTAs and a keen bookseller at the ready. But this is not the only way. For rural schools in Bookwena operating from Godalming (Surrey) is constantly busy dispatching orders within a week to about 1,000 school bookshops from its stock of over a million titles, lending wooden stands and offering to mount exhibitions or book fairs.

But whether you proceed "by means, bookworming your way through logues, boxes and bear crates; or you plunge in head first, there's a sense of dedication to the point many seem mad about. As Peter Kannerly remarks: "If you're connected with bookishness, you're a fanatic."

"I want to see the real India
not the one I observed in Europe."

A more consequential stereotype of India is a transcendental image of the promised Nirvana that attracts thousands of young Western youths, such as those whom Theroux observes destroying themselves through drug abuse and related diseases. The heroin

Rigveda and culminated with the *Upanishads*. These myths and sacred commentaries are the history of India what Hollywood's most memorable horse operas (with the latter critical commentaries thereon) would become to the history of the American West 10 centuries hence if all factual sources were lost. In *The Continent of Circe*, Nirad Chaudhuri, brilliantly and lucidly, discredits the popularly disseminated and dramatized course of events that was played out by those ancient John Wayne of Sanskrit mythology. He shows that the "strategic" myth of a culture of "extraneous" extremes which was formalized in and symbolized by the caste system, the Aryan "civilization" and the "Hindu" "proletariat" and the enervating tropical environment.

The various specialised essays in Basbam's *A Cultural History of India* and the photographs in *India and the World* and *A Concise History of India* suggest that after Ashoka's time, when stone became a major material of architecture and sculpture, Hindu civilisation was set on a course of compartmentalising without completely assimilating its ever more divergent extremes. The Brahmins and Jain reformers, for instance, in their attempts to eliminate some of the atrocities and caste and Brahminic sacrifices of caste and Brahminic sacrifice.

Ruth Praver, who investigates the Heat and Frost, which F. M. Forster and many other writers have tried to explore the Western quest for the real India. Jhabvala's novel consists of two stories: the first, "The Naveen," is a roughing it in central India, and this narrator's research into the life of Olivia (the first wife of the narrator's grandfather), who had cheated her husband, the narrator's father, in order to become the lover of the Nawab of a nearby Indian State, Jhabvala steers her souped-up vintage car of a plot, knocking over and juddering through the reverse U-turn in time to achieve the perfect parallelism; for example, the heifer-like narrator gets pregnant by her spiritless Indian landlord under the same ritualistic circumstances in the same manner as the first narrator.

The relatively sensitive and susceptible Olivia was destroyed by a sordid abortion with a turned her into a Nabab's caged bird which seemed to have been expected to strut her exotic Western habits and plumage occasionally. Ironically, she initially impervious narrator but learnt self-compassion, not so much her own fragmented "casualties" with her landlord as the rest, as through her research into Olivia's single but not the experience of the short-story. She realizes the meaning of behavior, creative, which, as she figuratively puts it, "will make it more and more difficult to get down to" even European historical experience has had only a few explorers clear-sighted as Jhabvala.

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Michael Clarke

unlearn all that they have been taught before they can hope to create with any originality.

AVCALBAIN writes suggesting that he should be consulted with the artist before any work is undertaken. This is undoubtedly

Robert L. Susan Kathryn Jackson, an award winner in the category of the Kallons' exhibition.

Historical knowledge about Aryan-Hindu civilisation—up to its climactic consolidation under Emperor Ashoka in the third cen-

From three brilliantly controversial series of personal essays, along with a more sympathetic conclusion of India, Nirad Chaudhuri's *The Common Sense*.

view has been a very seriously indeed. — Education

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EXTRA Modern Language Teaching



Conversation piece on the quay at St Jean de Luz.

Quality count

Betty Parr suggests five priorities

Modern language teachers in recent years must often have felt rather like Alice when the Queen told her how fast she must go in order to remain in the same place. Surely no other subject in the school curriculum has changed so rapidly, since the days when a modern language course was a tidy package deal intended to produce exam successes and provide intellectual stimulus for the student in a loosely defined area of study in which all children have a right to participate.

As recently as 1963, the Newsom report, *Half our Future*, was still pleading for an extension of modern language teaching and giving reasons why boys and girls of all levels of ability should have an opportunity of learning a foreign language. "The learning of a new language may give confidence to the pupils who need it most—the less than average, those who often have difficulty with English... given good conditions, a foreign language, taught in a well conceived oral course and enlivened wherever possible by direct contact with a foreign country, might well be one of the most stimulating subjects in a curriculum for some of the pupils of this Report."

At that time it was stated that a foreign language was probably taught to about a third of the pupils in half of our secondary modern schools. More recently, the rapid spread of comprehensive education has prompted more and more schools to include a foreign language in the basic curriculum for all boys and girls. Even if the supply of qualified language teachers, especially in French, had kept pace with the dramatically increased demand, the number with the solid experience, the skill and the inclination to devise teaching programmes which would bring success to boys and girls of widely differing interests and capacity could not possibly meet the present need. Given time and a well-planned strategy, it is feasible to carry out the recommendation made in 1958 by the Council of Europe to offer a modern language course to all boys and girls at least from the age of 10. We are, however, now suffering from the attempt to run before we can walk. Unless a way is found of matching aims with resources, there is a danger of losing many of the gains of the recent past and possibly mortgaging the future of modern language teaching. It is impossible here, even if it were desirable, to draw up a balance sheet of gains and losses. A short list is all that can be attempted. The French pilot scheme—a familiar story to readers of this paper—amply confirmed that ordinary boys and girls can experience the excitement of learning a new language, that only a competent teacher with sufficient time can ensure that each child starts well and subsequently receives the right treatment for healthy progress. The trouble is that language-learning is such an individual business—just as each human voice has its own special quality—and if the foreign language course is to strike a spark, it must not only build on innate capacity and knowledge but take account of previous language experience, including control of the mother tongue, and ways of using visual or auditory powers. To attempt to offer a superstructure of foreign language-learning to a class of boys and girls whose earlier modern language attainment may have varied from zero to a relatively high level is a major task, especially if the teaching group is large and mixed. Another major problem, which needs an article to itself, is the extent to which the rapid growth of French, now firmly established as our first foreign language, has encroached on the spread of other important languages, which now need to be safeguarded by positive action if our ablest linguists are to find the range of languages which they merit. There are solutions, which with careful planning will lead to future success, and this is no bad moment to suggest a shopping list of priorities, based on the assumption that all of us are engaged in the quest for quality. Five main priorities deserve mention. The first is to provide a good start whenever a new foreign language is introduced; this presupposes enough time to establish initial confidence and a programme of work to try every learner to the limit of his capacity—but not beyond it. Staff are not available, it is better to delay the start of the course, as effective, later beginning is preferable to a limp early one. The second priority is to make every effort to build success into



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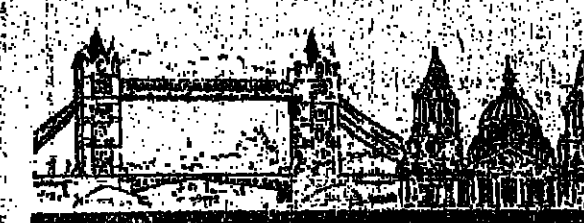
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More research

By Helen N. Lunt

Language and language teaching: current research in Britain 1972-75 will be published by Longman in November. It is the second edition, fully revised, of the register of research in progress maintained by the Centre for Information on Language Teaching and Research (CILTR) since 1966, first published in 1973, and already used by researchers, teachers, advanced students, advisers, course-writers, publishers and others.

The register describes, briefly, 763 research projects, of which 423 have been added since the first edition. The range of work is wide: language and linguistics, particular languages, language teaching, experimental studies of education, psychology and sociology. Research on any language is included: in this edition, work on 78 languages, and on the teaching of 29 languages.

The information published comes from the horse's mouth: about 1,000 researchers have provided details of their investigations and resulting publications. CILTR maintains contact with these and many other individual teachers and scholars, as well as with heads of relevant institutions, in order to provide an up-to-date and authentic register.

As a reference work, this project-by-project record is no more intended for continuous reading than is a dictionary; nor would such reading prove particularly rewarding. But haphazard browsing gives haphazard reward.

Effective use of the register depends on effective use of the detailed Subject Index—the key to the book. A *chaconne* son golf, or rather his professional interest, and many interests are provided for by the index's numerous headings and sub-headings. Thus every user can trace work most relevant for him.

CILTR has already prepared, from the register, a list of 55 projects on the German language and the learning/teaching of German in the United Kingdom: *problems and prospects*. CILTR, 1976). Under Language acquisition and development (mother tongue) and its 29 sub-headings, a total of 117 projects can be traced. Apes, with common headings, "Development of language/cognitive skills," make their appearance in this edition; other headings include Comparative and contrastive studies of languages; Computers, use of; Error analysis; Grammar; Reading; Special uses of language.

But many of our excellent linguists are also able scientists, mathematicians, historians, musicians, who would like to continue foreign language study as a means of access to a broad and deep of doing so. Only a handful of schools at present attempt to provide for the "non-specialist" linguist, despite the imaginative and practical suggestions offered in the Schools Council Working Paper No. 28, *New Patterns in Sixth Form Modern Language Studies* (Evans Methuen, 1976).

It is hardly necessary to labour the point that access to original sources in science, history, music can provide a broad and deep of education as well as supporting the continued language study of some of our ablest pupils. To quote one modest example, a class of 15-year-olds studying some of their history in French had not failed to observe the omission of Waterloo and Trafalgar when the outline of the Napoleonic wars was presented by a young French-born teacher; the pupils' French as well as their history were the better for that realization.

A fourth priority is the need to review and revise our use of resources. First, the wise deployment of a scarce teaching force is especially vital at present and it is bad housekeeping to use specialist teachers where they have no particular skill or interest, yet this frequently occurs. The less experienced language teachers are too often confronted with the most difficult forms and this can colour their own attitudes for the rest of their teaching lives.

It is important to make better use of material resources, audio visual and other potentially valuable teaching aids, including books, the neglect of which is not only robbing the teachers of necessary support but depriving many learners of materials which could help them towards self-education.

It is easy to see how a misunderstanding of the role of, for example, the language laboratory, could lead to its being "cooked," but it is impossible to condense a continuation of the present apathy in many of our schools. Naturally a teaching aid is only as good as its user, but it can substantially help the teacher to fulfil his role more effectively.

Finally, the content of our language courses should be authentic and not prefabricated to labour a specific grammatical point. Sentences of the "Aunt's postillon" type have their place in education, but they are not the only type of language. In many of the gaps of more concerned course books would offer fertile inspiration for revision, but the language taught in the classroom should reflect not only the way people in ordinary public conversation speak but also the quality of the language use.

Teaching methods materials; Testing; English, learning/teaching (with separate references to mother-tongue and second-language teaching); and other particular languages. A name/index index is also provided.

A new feature is the appendix covering 299 projects from the first edition that are no longer in progress; details of reports and publications on completed work are given.

A compact reference tool to give only limited information, the register points to further sources. The address of each principal investigator is given, and mention is made of any reports, published or unpublished, that may be consulted. A list of other sources has been added; this will help users to trace research in related areas, various lists and registers in disciplines that contribute to the study of language and language teaching.

CILTR continues to research in progress; investigations may obtain a questionnaire which to report their work in CILTR 20. Carlton House, London SW1Y 5AP. The Centre also welcomes inquiries about aspects of research in progress, completed in language and language teaching.

Helen N. Lunt is senior research officer, Centre for Information on Language Teaching and Research.

of words such as can be found in the poems, songs and stories of a country that produced the attempt to separate language and culture is an unreal exercise. Country's language is an aspect of its life and the two are inseparable.

The five-point star of priority list may, perhaps, be away in the sky but it is stated firmly that there are no modern language departments where these things actually happen. Success at different levels is attained by pupils right across the board, where the most gifted find the stimulus and intellectual discipline appropriate to them and where the able head of department makes sure that his staff are efficiently deployed and that they effectively use the resources at their disposal.

Many modern language teachers feel they lack a sense of direction and a few have almost lost faith in their professional discipline. It is indeed, as Dilbert said, "the best of times and the worst of times"; yet, with all its problems, the internationalism especially in Europe is most grateful to the teaching of foreign languages and the teachers themselves have never before enjoyed so many support services as now.

Officially funded organizations such as the Central Bureau of Educational Visits and Exchanges and the Centre for Information on Language Teaching and Research provide for a wide range of support to support modern language teachers in all phases of their professional system.

The Modern Languages Committee of the Schools Council, and more particularly the Schools Council Working Paper No. 28, *New Patterns in Sixth Form Modern Language Studies*, has been a most helpful initiative in addition to the Working Paper No. 28. An increasing number of local education authorities—in fact all except a few—have appointed modern language advisers and they do everything they can to support modern language in their work.

In addition, there are professional associations, including the Modern Languages Association of the National Association of Language Advisers, which are important allies. In spite of the lack of skill, tenacity and professional commitment, a determined effort on the part of the language teacher, a realistic programme of work does not demand more, than what able resources can provide. It is surely to be hoped that the future will show that quality and quantity are not mutually exclusive, but that there must be in the field of quality. Quality is all we have.

Mrs. Betty Parr, OBE, has recently retired from HM Inspectorate and is a past president of The Modern Languages Association. This article represents her own views and not necessarily those of the D.E.

There will be few teachers of modern languages who have not heard of the idea of an alternative approach to modern language examining, advocated most eloquently by Brian Page (of Leeds University) and Ann Harding (of Cardiff University). At many conferences they have argued the case for an approach which is entirely different from the concept of a single examination at 16-plus. They have advocated a sequence of examinations at lower levels, graded to give even the least able pupils a realistic and worthwhile set of objectives to aim for at the end of a short course.

Most secondary pupils now set out on a five year trek to the distant peaks of O level or CSE. After an initial pleasurable experience, walking along the plains, they soon lose their way in the foothills, abandon the subject at the earliest decent opportunity and feel that they have derived little satisfaction or benefit from the journey.

The Page-Harding argument is that many pupils would have a more positive approach to their learning of languages if the peaks were asked to scale were much nearer and much lower. Readers for whom this line of thinking is unfamiliar are advised to see the appropriate articles in *Modern Languages*, LV 1, March 1974 and the *Audio-Visual Language Journal*, Vol 12/3, Winter 1974.

In broad terms, this idea has been greeted with enthusiasm by the many language teachers who are hard pressed to find relevance, pleasure and purpose in some of the work they have been asked to do with younger, less able pupils.

Turning the idea into reality is a rather more difficult step. A number of teachers in Oxfordshire, working under the guidance of the county's modern languages advisory panel, have been meeting regularly to draw up a detailed scheme, including a defined syllabus, word-lists, clearly delineated targets in the skills of listening, reading, speaking and writing, and a series of sample examination questions.

The French working parties have completed their preliminary drafts, for Level One (aimed at the bottom 25 per cent after two years in the secondary school) and Level Two (which might make a reasonable language target after three years' work for pupils in the 25-50 per cent range).

Work is proceeding along similar lines for Level One in German, although the problems in this language are slightly different and the school situation more complex. Realistically, the pupils start on a very low level, which is frequently offered as a second language for those who have been successful in French. If the struggle of the French as first foreign language is broken, the clientele will grow.

It has not been easy to settle on the details of each syllabus. The arbitrary choice of essential vocabulary, the translation from set phrases to partial manipulation of paradigms, the selection of interesting and realistic conversation, all these have provoked much discussion. Further problems lie ahead.

Are appropriate teaching materials available? Most standard school courses start out on the gradual accumulation of vocabulary and grammar in a logical and sequential pattern. More instructive, more "survival" oriented, materials are coming on to the market but even so, teachers would have to be willing to adapt and develop resources for themselves.

Could low-level examinations ever be validated and administered even locally, let alone nationally? It might be necessary for modern languages to opt out of the existing examining structure and to set up its own board (along the lines of the music boards which administer practical and theoretical exams). Even if this were permitted, could it be financed?

Could school administrators make the necessary adjustments within the timetable? The directing of groups of pupils towards specific objectives involves some form of selection, possibly from as early as year two, as it is assumed that the more able pupils would be-pass the lower levels and proceed, directly to, say, Level Four (approximating to the present O level). If a sympathetic world level, the pre-mixed ability heads be towards such a suggestion? These administrative problems would be even greater in areas where the transfer is at 13-plus from middle school to upper secondary school.

Do we have enough versatile language teachers to handle this more diverse situation? One of the intentions of the scheme under consideration is to offer pupils the possibility of learning more than one language to one of the lower levels. This means that we need in our schools not only specialists in single languages but also teachers who can offer two or perhaps three, languages to one of the lower levels.

These few examples will show that the implications of an alternative approach to language examining and teaching are far-reaching. The problems are daunting, but we believe that we are right to be pushing forward along these lines. It seems to us that a successful move lies beyond the scope of a group of well-meaning volunteers working in small groups in their own time at the end of an exhausting day in the classroom.

Some secondment of teachers, or some other form of professional external help, now seems essential if the work is to be carried forward. To this end a preliminary submission has been made to the Schools Council, in the hope that a curriculum development grant may be given.

The short-term aim is to provide a new structure for language teaching within one or two counties of Oxfordshire. Some contacts we have had with teachers, advisers have been with teachers, advisers from other parts of this country suggest that those who would be glad to hear from teachers who feel sympathetic to the general direction of our work and to our desire to provide our pupils with the right targets to aim for.

J. Downes is headmaster of The Henry Beke School, Witney, Oxford.

Aiming at the right target?

P. J. Downes outlines the possibilities and problems of an alternative approach to modern language examining

There will be few teachers of modern languages who have not heard of the idea of an alternative approach to modern language examining, advocated most eloquently by Brian Page (of Leeds University) and Ann Harding (of Cardiff University). At many conferences they have argued the case for an approach which is entirely different from the concept of a single examination at 16-plus. They have advocated a sequence of examinations at lower levels, graded to give even the least able pupils a realistic and worthwhile set of objectives to aim for at the end of a short course.

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Mammoths or modules

H. H. Stern on the Modules Project of the Modern Language Centre of the Ontario Institute for Studies in Education

"Modules" became fashionable around 1970 when a module landed on the scene and a small step of a man meant a giant leap for mankind. The language teaching module, with which we began to experiment around the same time were not of such world-shaking consequence. They were, and still are, a rather sketchy response to particular problems that have arisen in foreign language teaching.

In the sixties, determined attempts were made to renew foreign language teaching by a radical reform of materials. The National Foreign Languages Teaching Materials Project in England, with its French, German, Spanish, and Russian programmes, offers an outstanding example of a great pioneer effort to reform language teaching through materials innovation.

Several other interesting large-scale multimedia language programmes were produced around the same time on both sides of the Atlantic. Valuable as they were at that time as a means of advancing foreign language instruction and as a way of furnishing teachers with new techniques, they had some unforeseen aspects which over the years have become more and more accentuated.

First, such mammoth programmes were expensive to produce and, therefore, costly to install in the schools. Once there, they were not so easy to discard if they proved inappropriate; they were too permanent an investment.

Second, they were prepared for a particular educational set-up; for example, *En Avant* was designed for primary and post-primary French in the British Isles of the sixties. Educational systems change, however, and these huge programmes have been rather difficult to adapt to age levels and circumstances for which they were not originally designed.

Third, such programmes were started in the sixties in the heyday of audiolingualism, usually reflected by the time a series was finished, several years later, a new language teaching philosophy had made the treatment of language in the early stages of the series appear obsolete, or at least old-fashioned.

Faced with these problems in the teaching of French in Ontario, we asked ourselves around 1970 whether the whole concept of the mammoth programme should perhaps be rethought, since it could be foreseen that the developments in linguistics, language teaching, and educational practice were not likely to stop suddenly. Indeed, important new trends over the last

few years have changed the whole outlook in language teaching considerably. In particular, language teaching theory has taken a new and critical look at its own view of the learner and learning, and has recognized—far more than previously—not only gross differences in language aptitude, but differences in attitudes, interests, approaches to learning, rate of progress, and levels of aspiration among students. Moreover, a much more sophisticated generation of language teachers is prepared to look critically at the old series of highly structured series of language materials.

It was these thoughts that led us to view the concept of the module as a useful complement and, potentially, as an alternative to the large programmes in the teaching of French as a second language.

The module in our conception (the terms "module" and "notion" are, of course, used in all kinds of other ways) is a small, independent unit or kit for language learning. Each module has a very specific aim; it can present, for example, the dialect differences between Canadian and standard French; it can offer information on a given subject—on Quebec—or it can provide practice or use of the language in an activity—understanding a television forecast on the French-speaking radio.

The Modules Project of the Modern Language Centre of the Ontario Institute for Studies in Education, began in the early seventies and has been consistently supported financially by the Ministry of Education of Ontario. It did not set out to discredit the full-size programme because such a course, with all its defects, after all provides a valuable presentation of the language, ample practice material, and a sequence, not to be discarded lightly.

We began instead to develop modules to complement for weaknesses in existing programmes. By means of a series of

workshops, we gathered together teachers in the early seventies, we were able to ascertain what in the teachers' views were strengths and weaknesses of existing programmes. An updated survey has just been completed. The modules we have prepared have thus been designed to perform a compensatory function.

In our survey in the early seventies, teachers expressed the view that the language programme should be interesting, relevant, and useful. The modules we have prepared have been designed to meet these criteria.

Well aware of the criticism of the purely grammatical progression of language courses and of the attempts to replace it by situational or "notional" syllabuses, or even to do away with formal syllabus and progression altogether, we are equally conscious of the weaknesses in linguistic and educational thought which have affected language teaching in Britain as well as in North America. In the light of all this, and on the basis of our experience with the highly flexible small modules, we have come to the conclusion that a language curriculum of the future should embody the following principles:

Cultural modules must provide genuine information, or actively involve students in the genuine interests of learners. Modules "research" on substance, we believe, materials must be subjected to a searching "formative" evaluation before they are compiled and published; are they acceptable and helpful to teachers, do they do what they set out to do, and how do pupils react to them? In preparing one small module at a time, one can control for quality much better than in preparing a full-size programme. Sequential order: A language cannot be learnt in one big swallow. Therefore, in spite of all our prin-

ples, about sequential order, in spite of our linguistic and psychological theories, the principle of order is still valid, provided it is not too rigid. We encourage teachers to provide continuity in the "bank" of modules to provide content and activities. The teacher would select his purposes and those of his pupils. Thus, different courses to meet different levels and different levels of competence could be composed out of our modules, and... Different cultural syllabuses in one language, documentation, information, pedagogical help. Multiple approach: The use of a purely grammatical approach is valid, and the newer somatic notions, situation, themes or topics as principles—so well described in several British and other authorities—are, in our view, they are not new; they complement each other, of course, recognized in Comenius' brilliant chapter on syllabus in *Introduction to Linguistics*.

We see modules fitting into a scheme such as the one in which, for each of the curriculum aspects—language, culture, and activities—one can use a curriculum guide or a number of modules in a certain learning objective. According to the scheme, the language guide would attempt to provide, mainly, opportunities for language, teaching culture, providing activities. Each module would be referred to in the curriculum guide as a complement to the other aspects. Curriculum guides materials would be needed in such of these three aspects as the learning objectives of a particular syllabus in mind.

It is arguable that this scheme may move in a promising direction, but the thing which programmes, the difference in such a scheme can be seen in introduced gradually. Curriculum guides and groups of modules be allowed to grow and develop, the withdrawal, and it used. Successful use of modules in new combinations.

Curriculum guides can be updated, or new courses can be composed out of a selection of existing modules. This does not depend on a single module or even a single publication, but on the possibility of having a teaching module.

The few modules we have produced are merely a first step from a compulsory, or at least a mandatory set of materials in the language teaching. This alternative approach, however, is not a new idea. It is a well-known fact that we have fully explored the practicality of this approach, and its cost effectiveness.

Not do we have any solution to all the language teaching problems, or even to the choice of materials, or even to the direction which materials should take, or even to the presentation of materials, or even to the evaluation of materials. But we have fully explored the practicality of this approach, and its cost effectiveness.

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Neglected mother tongues

Some unknown dimensions of language diversity. By G. E. Perren

Few nations were ever completely monolingual; most have always included substantial language minorities—even if these sometimes received scant recognition. Today large-scale migration has created new minorities, reinforced older ones or added to the linguistic complexity of societies. Often the children of minorities must learn the dominant or national language because it is the medium of general education and future employment.

At the same time most countries increasingly provide for the maintenance or use of pupils' mother tongues in school. Bilingualism is now often accepted, and developed, not only for political and social reasons, but because it is regarded as educationally beneficial. A child's acquisition of a foreign language is seldom improved by ignoring his own, and such neglect does not enhance his psychological and social stability.

Bilingualism is a new phenomenon in Great Britain. In Wales it has an established educational status; in Scotland bilingual education survives, marginally, principally in the Western Isles. In England, however, bilingualism is educationally ignored, in spite of the vast increase in the number of children in our midst who are or who must become bilingual. In public education our principal concession to the non-English speaking child is to teach him English—and not always very effectively at that.

Only guesses can be made about the total numbers of bilingual children now in England. The *Bank* report estimated that over half the immigrant pupils in our schools have a mother tongue which is not English—which might be "one of the Indian languages, or Greek, Turkish, Italian or Spanish". But it could also be Chinese, Vietnamese, or German, Maltese or Yoruba, and we must not forget those of longer established minorities, such as Polish, Latvian and Ukrainian. There are no statistics, but large numbers of children, some of alarmingly tender ages for the extra hours entitled, attend classes organized by the minority groups themselves. Here they learn to read and write their own languages, often with various admixtures of religious and cultural instruction, something the methods used are far from satisfactory. Meanwhile the official school day remains oblivious to all but English.

There is nothing new in communities providing classes for their children in languages or religions outside normal school hours, although the present scale is greater than ever before. Where there is no conflict of aims, content or method, it need have no ill effects; if there are adequate safeguards and help available, it can be beneficial. But if completely unregulated and unaided, it could be damaging and socially divisive.

The *Bank* report was concerned with the function and importance of language (by which it meant English) in education. Referring to minorities, however, it pointed out: "These bilingualists are of great importance to the children and their families and also to society as a whole. In a linguistically conscious nation in the modern world we should see it as an asset... and one of the abilities which should nurture in the school."

Most educationalists would agree that schools should accept bilingualism, and they have even made it a more important part of their curriculum. But they do not seem to be doing it. The problem is not that the children and their parents do not want it; they do.

Not that the children and their parents do not want it; they do.

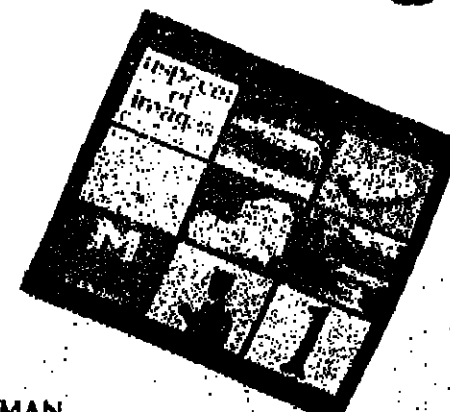
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See
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on
Page 38

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Continued from page 48

There is often no really adequate way of doing this because the English 'and' is usually best to leave most foreign titles untranslated, though to the non-linguist reader the designation Herr Schmidt or Madame Lenoir (especially the latter) do tend to invest a perfectly ordinary German or Frenchman with a dignity and nobility they may not have. Nevertheless, Mr Hitler, for example, sounds quite idiotic save in the context of the Dad's Army song.

Still in the realm of equivalents, how do we deal with things as measurements? Now that Britain is on the way to going metric, this problem is partially solved. It is still often a good thing to convert francs and lire into pounds and pence. We do well to assume that readers are unfamiliar with foreign monetary systems and their British equivalents. Sometimes it is better to keep the foreign money in the text, with an explanatory footnote. This also applies to acronyms and similar abbreviations, or the full title of a foreign association, corporation, and political party. The acronym CRS could be footnoted as 'Compagnie républicaine de sécurité', a corps of special police who deal with riots.

A further and very obvious difficulty is the fact that there are no exact equivalent meanings for many words. To quote J. C. Whitehouse: "France has no milkmen or public schools in the English sense of the words. England has no *Gendarmes nationaux*, or there may be simply a difference: a French *mairie* is not the same as an English mayor. The world of an Englishman is not quite that of a Frenchman."

In literary translations especially, paraphrase and interpretation is frequently unavoidable. An English version of a passage from *Le Petit Déjeuner*, may to a large extent be a paraphrase of the original. Whitehouse cites the following as a good example of this. *Malgré le recul de ses fonctions productives, aimables, préceptes et d'instruction, le monde des adultes est une véritable école de la vie.*

This brings us to a perennial difficulty in translation: style, and the right nuance of words, and the tempering of style and tone to the passage. Thus in English "large" and "big" are not always interchangeable, any more than "small" and "little". "A lot of" may sometimes be preferable to "many", and "it is thought that" to "People think that". Much depends on the nature of the passage.

Emotive and rhetorical language, particularly in Romance languages, is to be allowed for when translating into English. Professor Newman gives a good example of this: "Le lieutenant détestait le capitaine. Il le regardait avec une haine camarde." (referring rather hypocritically to the casualties of their respective divisions) could be translated as "Bayerlein had as many casualties as his colleague."

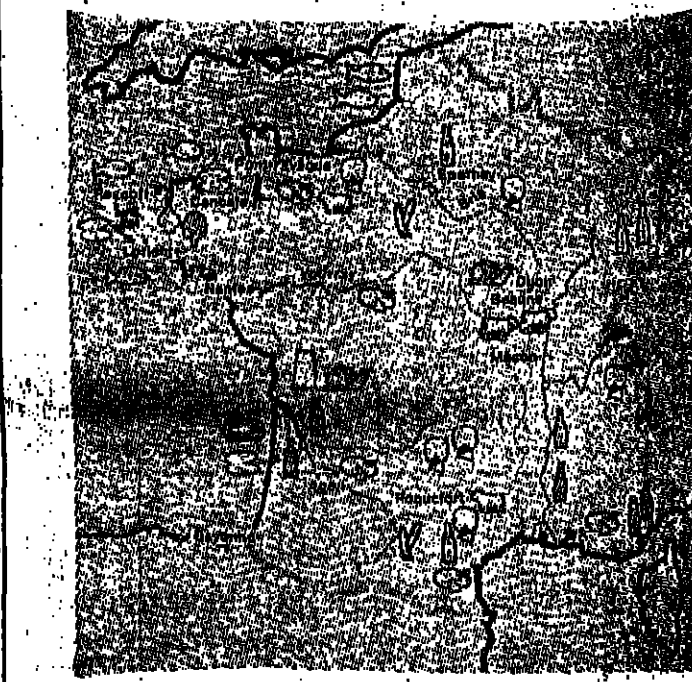
Another headache, especially in schools, are the notorious faux amis. Both French and Italian, as well as other languages, abound in them. They are words in two languages which are alike in etymology and in form, but have evolved different meanings over time. The best known in French is probably *actuellement*, with *eventuellement* a close runner-up. I suppose the classic rendering of *hors d'œuvre* as 'Point of view' is more a simple matter of translation. *hors d'œuvre* is the name of a dish, not a point of view. *hors d'œuvre* is the name of a dish, not a point of view. *hors d'œuvre* is the name of a dish, not a point of view.

Just one more difficulty among many others is translating metaphors and sayings. English sometimes has two identical words which mean different things. The best known in French is probably *actuellement*, with *eventuellement* a close runner-up. I suppose the classic rendering of *hors d'œuvre* as 'Point of view' is more a simple matter of translation. *hors d'œuvre* is the name of a dish, not a point of view. *hors d'œuvre* is the name of a dish, not a point of view.

These are only a few of the difficulties. Perhaps one of the best pieces of advice for pupils translating into English is J. A. Nicholson's: "Look at the unit of translation as something bigger than the single word and convey the idea without undue concern to preserve the parts of speech used in the original." (1)

However, fidelity to the original, within the limits I have set out, is essential. Otherwise we risk producing the kind of translation found in cheap guide books or instruction leaflets. I once had a letter from a Continental hotel telling me I would enjoy "suggestive views" over the bay from my bedroom window. A friend of mine who read the instructions accompanying a foreign delicacy found to her horror and amusement that she was to "put her in the oven". Then there was the budding young schoolboy who insisted that Parisians were an extremely impolite breed because they were always "demanding" things; they were never satisfied with merely having and assuming that she was to "put her in the oven". Then there was the budding young schoolboy who insisted that Parisians were an extremely impolite breed because they were always "demanding" things; they were never satisfied with merely having and assuming that she was to "put her in the oven".

Herbert W. Smith is senior lecturer and tutor in Italian studies at University of Bath.



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continued from page 40

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Form Entry: 1,370 pupils
(a) English, (b) Mathematics
(c) Science, (d) History, (e) Art
(f) Music, (g) Physical Education
(h) Modern Languages, (i) Home
Science, (j) Religious Education
(k) Social Studies, (l) Computing
(m) Design, (n) Drama, (o) Games
(p) Languages, (q) Other.
Applications 18th October, 1978.

SCALE 2 POSTS A
PHYSICAL EDUCATION
The Lymm Grammar School
Oughlington Lane, Lymm,
Cheshire (Co-educational) - 980 pupils
Teacher to take charge of Physical
Education, and to be responsible for
the maintenance of the school's
sports facilities.
Salary £10,000-12,000 p.a.
Applications to the Headmaster, Mr
J. W. H. Jones, Lymm Grammar School,
Oughlington Lane, Lymm, Cheshire
WA16 9JH.

SCALE 1 POSTS
SCIENCE
Bristol City Street Girls' School
Bristol, Glos. SL9 4PQ. Owing
to the change of Science to
Science 1, 2 and 3, the following
posts are available:
1. Head of Science Department
(Salary £10,000-12,000 p.a.)
2. Deputy Head of Science
Department (Salary £8,000-10,000
p.a.)
3. Science Teacher (Salary £7,000-9,000
p.a.)
4. Science Teacher (Salary £6,000-8,000
p.a.)
5. Science Teacher (Salary £5,000-7,000
p.a.)
6. Science Teacher (Salary £4,000-6,000
p.a.)
7. Science Teacher (Salary £3,000-5,000
p.a.)
8. Science Teacher (Salary £2,000-4,000
p.a.)
9. Science Teacher (Salary £1,000-3,000
p.a.)
10. Science Teacher (Salary £500-2,000
p.a.)
11. Science Teacher (Salary £400-1,500
p.a.)
12. Science Teacher (Salary £300-1,000
p.a.)
13. Science Teacher (Salary £200-750
p.a.)
14. Science Teacher (Salary £150-500
p.a.)
15. Science Teacher (Salary £100-350
p.a.)
16. Science Teacher (Salary £50-175
p.a.)
17. Science Teacher (Salary £25-87
p.a.)
18. Science Teacher (Salary £12-43
p.a.)
19. Science Teacher (Salary £6-21
p.a.)
20. Science Teacher (Salary £3-10
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21. Science Teacher (Salary £1-3
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22. Science Teacher (Salary £0-1
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BIOLOGY TEACHER
An interest in environmental study with hunting if required. Cloggs 2296 Oatlands Road, Woking, Surrey GU24 0JH.

MATHEMATICS/GRADES
Wilmington State Secondary
Wilmington Avenue, Wilmington
Qualified teachers for Maths and Computing day, applications sent to the Head.

PHYSICAL EDUCATION
Macclesfield County High School
Fence Avenue, Macclesfield
17100 girls' school. 15-16 years. 11-12.50 per week. 100% of the school. Applicants must be good, happy and healthy swimmers. Applications sent to the Head.

Norton Priory Comprehensive
Castlefields Avenue East, C
Cheshire WAT 2NT
Tel: Runcom 63821

Teacher for Girls Physical & required. Closing date for applications 1979.

**Teacher/Adviser
for Physical Education**

Specialists in Physical Education are appointed through the normal recruitment process and should have a minimum of 5 years' experience as a teacher in a primary school. They have just wide teaching experience, a strong understanding of the primary sector.

The duties fall into two main categories:

1. To act as Physical Education Adviser for a third of the county surrounding Bridgewater and to take an active interest in girls' physical education throughout the county.
2. To conduct in-service training courses and to work alongside classroom teachers in primary schools. Duties to commence January, 1977 or as soon as possible.

Application form and details (S.A.E.) from: Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 18th October.

The Faculty encompasses English, Modern Languages and Remedial Studies and the candidates should be graduate teachers with an interest and experience of (or potentially for) the range of

several of current educational developments and, as a member of the School's Academic Committee, must be of sufficient stature to discuss and implement policy in the light of the good of the whole school. The nature of the post will provide excellent training for future deputy headship.

The tone and disciplines of the school are good and preliminary visits by prospective applicants would be welcomed. Telephone: 01476 9518.

BURNLEY, LANC. BB10 3EG

Plus LONDON ALLOWANCE £402
 Plus SOCIAL PRIORITY ALLOWANCE
 £201 or £276

Further details and application forms may be obtained from the Headteacher at the school and completed forms should be returned to the undersigned by 18th October, 1976.

J. S. WILKIE, M.A., Ph.D.
 Director of Education
 Education Offices, Broadway,
 Stralford, E15 4BH

LONDON
 BOROUGH OF
 NEWHAM

GRAMMAR
WORKING COUNTY BOYS' (531, Inc.
252 in 6th Form).
 (To be reorganized as Sixth Form College with effect
 from 1st September, 1987).

PHYSICS Teacher required to take subject to 'A' Level.
For both these posts, State posts are available for suitably qualified and experienced candidates but first appointment candidates encouraged to apply (Telephone: Woking 51811).

 **SCALE 1 POSTS**
COMPREHENSIVE
HINCHLEY WOOD COUNTY
SECONDARY
BIOLOGY Teacher required. (Telephone: 01-396 7181).
LEATHERHEAD, ST ANDREW'S HC
SECONDARY
SCIENCE Teacher required. (Telephone: 474385).
Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed 'footpad' envelope from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ.

SCALE 1 POSTS
SCIENCE
Briarley Street Girls' School
Briarley Street, Orem 24 11 24
To take charge of Science throughout the school. The school will be reorganized in September, 1977, to become part of the new nursing building.

Norton Priory Comprehensive School
Castletield Avenue East, Castletield, Runcorn,
Cheshire W47 2NT
Tel.: Runcorn 432371

BIOLOGY TEACHER
An interest in environmental studies would be an advantage. A
post with housing is required. Closing date for applications: Friday
29th October, 1979.

MATHEMATICS/GAMES
Widneslow Girls' Secondary
Wydliffe Avenue, Widneslow
Qualified teacher for Maths and Games. Salary with house and
pension. Closing date for applications 29th October, 1979.

PHYSICAL EDUCATION
Macclesfield County High School
Fence Avenue, Macclesfield, Cheshire SK10 1LU
Tel: 0625 385118 (In-School Form)
Desires to assist in the teaching of Physical Education through-
out the school. Applicant must be a Physical Education specialist
with a minimum of 3 years experience. Very good outdoor facilities,
gymnasium and hall. Closing date 22nd October, 1979.

Norton Priory Comprehensive School
Castletield Avenue East, Castletield, Runcorn,
Cheshire W47 2NT
Tel.: Runcorn 432371

Teacher for Girls' Physical education. Help with housing
required. Closing date for applications: Friday, 22nd October
1979.



Scale 1 Posts

Metropolitan Borough
NEWFIELD

**HAMPSHIRE
AND ISANTS AREA
LANDER SCHOOL.**

[illegible][illegible]

CHELLENHAM
DAVE'S GRAMMAR SCHOOL
FOR GIRLS
1000 Road, Cheltenham GL50 2AA

College with four normal, four
vocational, and four liberal arts
campuses. In 1975-76, a level
field chemistry course being devel-
oped. Biology and Physics: A
level courses traditional. Well
equipped, purpose-built science
block comprising two physics, two
chemistry, one biology laboratory,
two general purpose rooms and one
lecture theatre.

[illegible][illegible][illegible]

SAILING
(London flourish at)
EDUCATION SERVICE
GREENHOLD HIGH SCHOOL
Greenhold, Greenford, Middlesex
W16 9LN.
Required for January, 1977:
SCIENCE ASSISTANTS
An ASSISTANT TEACHER is re-
quired to teach approximately half a
timetable of SCIENCE, including
the International Science with cause
explanation work and to share the
teaching of MATHEMATICS with
the other teacher in the O.T.
level. A 1st level work may be
available in the future. Candidates
must have experience of S.M.T.
courses.
London Working Class
In application, please refer to
advertising assistance, entry 14

BARNET

ESSEX
COUNTY COUNCIL
KING HANCOCK SCHOOL
(Roll: 2, 151)
Biographical Roll Head,
William Abbey
Telephone Lea Valley 711001
CHEMISTRY
Honoured in January, an enthusiastic TEACHER to join an encouraging SCHOOL. Distinguished in the field of milked ability and working in well equipped, modern laboratories. The student should be prepared to contribute to the

the Junior forms, and be able to do the work of the 11th standard. The school is a mixed comprehensive, with a Parents' and Teachers' Association, and a full allowance area.

NETTLETON
COMBINATION SCHOOL
(1961: 1,740)
The Hives, Hareway
Telsford, Staffs. ST17 2JZ

Required Nine hours or as above as possible after wards a **ONEHOUR** in each of the following: English and F.A. level and some **Common Science in Lower**

Application forms and further particulars may be obtained from the head of the school, or from the application forms should be sent to the head.

GLOUCESTERSHIRE
GLoucester High School for Girls
Voluntary Controlled Selective

[illegible]

11-10 Comprehensive Mixed
1,400 on roll

TEACHERS OF PHYSICAL
SCIENCE

Special Sciences in Years
9 and 10 Combined Science
Laboratories

NORTH WEST AREA
GRANDQUINT SCHOOL

Wessex Close, Hastings
11-16 Comprehensive Mixed
1,440 on roll

Headmaster: A. W. J. Duke
B.A.

Reverend John H. H. H. H.
GENERAL Science, Scale 1
point

SOUTH EAST AREA
HORNDEAN SCHOOL

Barton Cross, Horndean
Hants

11-18 Comprehensive Mixed
1,497 on roll

opened in 1970. In person
country.

Resigned for January 1977,
to teach CACHER. Scale
12 years. Career and Blended
to work under and Blended
Balance. Department
Application. Terms required
Housing accompanied this will
Salary. \$10,000.00
Social Security
Health and Pension
Two conditions
Attended past college advantages
in the past. Degree
in approved state

HAMPSHIRE
PARHAM/DOVER AREA
High School
Parham 1974
1974-1975
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BOSTON, MASS. (UPI) - A young man, who was
 arrested in 1977, was found to be a member of
 the Young and Communist League of America.
 The group is a communist front organization.
 BOSTON, MASS. (UPI) - A young man, who was
 arrested in 1977, was found to be a member of
 the Young and Communist League of America.
 The group is a communist front organization.
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 arrested in 1977, was found to be a member of
 the Young and Communist League of America.
 The group is a communist front organization.

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LEADS
ST. MICHAEL'S COLLEGE
St. John's Road L33 5EY
Temporary CHEMISTRY TEACHER
required for January 1977. A
one term during second year of a
university member of staff. Good
chemist, able to cover classes for
1st to 6th forms.

LONDON, S.W.1
OLYMPIA CHAMBER HOSPITAL
Tropical, Plastic, Venereal, Venereal -
Dermatological, and Syphilis
Department, 100, Grosvenor
Gardens, London, W.1.
For admission to the
Department, apply to the
Registrar, 100, Grosvenor
Gardens, London, W.1.
For admission to the
Department, apply to the
Registrar, 100, Grosvenor
Gardens, London, W.1.

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argument with truly enormous
implications.
Closing date 20th October 1964.
Application form, 20p, obtainable
from the Education Officer,
Ministry of Education, 10, White
Hall, London, W1A 1AL.

Social Studies

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
CLAREMONT, BUCKINGHAMSHIRE
Buckingham County, Milton Keynes
District, Bucks. Please see
Vacancies.

ATHE is the student association for
Academy of the Sciences and Arts
teachers, Dundee and Glasgow
colleges. Teachers and staff
exclusively. For details apply to
Mrs. J. M. Macdonald, 10, Victoria
Road, Dundee, Dundee, DUNDEE.

Speech and

**Other Posts on
Scale 2 and above**

HAMPSHIRE
NORTH-WEST AREA
JOHN HANSON School
Grove Class, Andover
11 to 16
ASO on roll

Required for January 1960
A B A C H I N T
throughout the year and
be entered in A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 8

AMBRIDGE SHIRE
AMBRIDGE AREA
Union Village College

Required for January TEACHERS
CANDIDATES FOR HOME ECONOMICS
TEACHING are invited to this re-
spected comprehensive school. 50%
of the Scale 3, available for suit-
able candidates, and additional personal
responsibility as Head or 1st
or 140 pupils).

Union College is housed in modern
buildings, 1000 ft. 2 miles south
of Cambridge in an attractive
rural area near the borders of Essex,
Hertfordshire and West Suffolk.

Apply at once by letter to the
Head giving full curriculum vitae
and the names and addresses of
three referees.

ORSET
KAMINSTER SCHOOL
 Purpose-built Comprehensive.
 Mixed, Day and Boarding. Group 9.
 (with Form 65)
 Enquired January ;
ACADEMY to develop **DESIGN**

LIAMPSHIRE
SOUTHAMPTON AREA
MENRY A&C SCHOOL
 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 9

EDUCATION DEPARTMENT
HILL CRAFTS BOYD AUTOLO.
Hill Crafts, 100-100, 100-100,
Crest Lane, Rainham RM13 5XD
Grays, Essex. 1977:
TECHNICAL SUBJECTS,
Grays 4.

Teacher to take charge of up-to-date technical education and excellent equipment in expanding school with opportunities for further education (situated on the edge of London and Spelthorpe), the school has a large staff and a large farm. There is a scheme for removal of children.

Letters of application to head teacher giving full curriculum vitae and stating own references.

SANDWICH
Metropolitan Borough of
Sandwich, Kent, ME10 1JG, SCHOOL,
Upper Lane, Oldbury, Warrley
Kent, ME10 1JG.

HEAD OF TECHNICAL STUDIES—
Grade 3 post, plus Social Priority
allowance. The successful candidate
of a well-developed department in

[illegible]

**Other Posts on
Scale 2 and above**

BERKSHIRE

ALFORD C.E. (CONTROLLED),
ALFORD ROAD, MILDENHALL
SUSSEX. **£1500 p.a.**

Required for January 1977. T.S.A.
Clerk for the RECREATION, ARTS AND
SPORTS SECTION. The WORKING HOURS
and PLACED would be advantageous.
Excellent pay Scale 4 post-retained.
Well equipped workshops.
The school is situated in a modern
building on the West side of
Mildenhall.

London, Worthing, £1800 net
annual. Assurance with removal
expenses in approved cases.
Apply to the Director of Education from
this Head (stamped addressed envelope)

[illegible]

6 P.C., 1-18 year, co-educational, all ability school serving the area. There are 1000 pupils in all, receiving a balance in nine years 1-5, offering a full range of extra-curricular and professional opportunities. Excellent facilities. The school is a full member of the Association of Independent Schools in person, full London Allowance.

For further giving full details of qualifications, etc., and access to the educational programme, contact with Miss J. M. Baker.

WILKINGHAMSHIRE
WILKINGHAM DIVISION
WILKINGHAM STUDIES
WILKINGHAM HALL Wilton, Knaresborough

WILKINGHAMSHIRE
CONSOLIDATED
CHALLONERS GRAMMAR
SCHOOL
 School Head
 Mr. J. A. Lorraine

MEMBERSHIP. NEWCOMERS. SATURDAY, JANUARY 12, 1977, was the first meeting for this June and September term. The new members for the term would be available for the first time. The new members would be expected to be new to the work and the school, including the new school building. The new members would be expected to be new to the work and the school, including the new school building. The new members would be expected to be new to the work and the school, including the new school building.

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EYON
FRACOMBE SCHOOL AND
COMMUNITY CENTRE,
SUSSEX, BN1 1ED
SUBSTANTIAL TEACHING STUDIES
on January 1977.
The subject was **English** (stamped
in French envelope) from
the Teacher, closing date 19th
February.

BESSEY
COUNTY COUNCIL,
THE FURTHERBURY PARK
WIMBORNE, BH20 2AA
(Ref. 180)
Authorised by County Island,
588 IAZ
Tel. 01202 61878
TECHNICAL STUDIES
Required for January 1977:
Social Studies, Geography,
Physical Education, suitable of
taking the subject with mixed
groups of all abilities to C.E.S.
level.

SOUTHEAST AREA EDUCATION
DIVISION
HANDICRAFT SUBJECTS

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NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
STANLEY SCHOOL
10, St. Paul, Botswell, Kettering,
Northants.
(0535) 2222

PHYSICS, CHEMISTRY, PHARMACY
This school received its first 11-
year-old, unselected intake in Septem-
ber, 1970, and will develop into
a Comprehensive School for 11-16
years. Applications for an addi-
tional place in the Sixth Form
will be considered for September
1971. Subjects will be: Chemistry,
Physics, Biology, Mathematics, Art,
Music, Woodwork, as main sub-
jects.

Established N.C.E. "O" level
courses are being developed to Sixth
Form level. For further details, and applications
forms, contact the Education Officer.

ANDWELL
Metropolitan Borough, at
LEATHFIELD High School,
Leathfield Street, Cradley Heath,
Warley, West Midlands
Applied for January, 1977.
CACHER of WOODWORK.
We are looking for a craft tra-
der to complete a team of jour-
neymen and apprentices in woodwork service.

[illegible]



10 OCTOBER 1976

 addressed facsimile envelope, 3

 61, County Hall, Preston PR1

 deliverable to the Headteacher at the

 1977, unless otherwise stated.

ON
SCHOOL
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Craigslist Crafts throughout the school
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SCHOOL
7
advantage.

N.C. HIGH, Tennessee Road,
adwmy, Haulingdr, Hossendote
NTS
Mixed: 11-16)
QVE
S.D. SECONDARY SCHOOL
N.A.
L

Secondary 1,150 mixed
 Nation
 UNTY SECONDARY, 1,080
 CHERRA
 (any/Saxophone pref).
 & Areas.
 quality teachers—Scots 1, and
 the 2.
 Hall.

Lancashire
County Council

CLOSING DATE 18TH OCTOBER 1976

Primary and Special Schools
For application form send stamped addressed foolscap envelope to
Chief Education Officer, P.O. Box 61, County Hall, Preston P1
1 2 RA unless otherwise stated.

Secondary Schools
Form/Teacher details from and returnable to the Headteacher at the
School. S.A.E., please.
Posts available from 1st January, 1977, unless otherwise stated.

PRIMARY SCHOOLS
HEADSHIPS
Re-advertisement
RUFORD HOLMESWOOD METHODIST
38 on roll
Junior and Infants
Group 1
NELSON LOMESHAYE C. JUNIOR SCHOOL
(212 mixed)
Group 4

SPECIAL EDUCATION
POULTON-LE-PYDLE WYVEDALE SCHOOL.
50 Maindutton Boys and Girls, 2-12 age
Basic subjects.
Scale 1, two posts.
Mainly P.E., Heavy Crafts or Domestic Crafts throughout the school.
BLACK MOSS ESN (M) SKELMERSDALE
180 on roll
Class Teacher 12/14-year-olds.
Scale 1, plus Special Schools Allowance.
Music an advantage.
SUNLEY WESTWAY E.S.N. (S) SCHOOL
(Roll 50)
Opening of new school January, 1977
To teach Infant Group.
(Special Schools) - Scale 1.
Special interest in Art and Craft an advantage.

SECONDARY SCHOOLS
HEADSHIP
SKELMERSDALE ST. RICHARD'S R.C. HIGH. Tankhouse Road,
Skelmersdale, Lancs
14 September, 1976
Group 10

SENIOR TEACHER
HASLINGDEN HIGH (1,300), Broadway, Haslingden, Rossendale
Head of Lower School.

HEADS OF DEPARTMENTS
MANFIELD HIGH SCHOOL (1,000 Mixed: 11-16)
Hiland Road, Brighfold BR7 9HX
S.A.E. please.
Modern Languages.
Scale 2.

SCALE 2 POSTS & ABOVE
WILLINGTON ST. AUGUSTINE'S R.C. SECONDARY SCHOOL.
St. Augustine, Willington, Rossendale RD N.A.
(200 on roll)
Librarians/English.
Scale 2.

LEYLAND ST. MARY'S HIGH SCHOOL
Royal Avenue. (978).
English.
Scale 2.

HARNGREEN HIGH (1,300)
Broadway, Haslingden, Rossendale
Section 10, O'Connell, A' level
RPMA 2.

SCALE 1 POSTS
BIPLAY ST. THOMAS C.E. SCHOOL. Secondary 1,180 mixed
Ashby Road, Lancaster
General subject, including mathematics
ST. MARY'S R.C. HIGH SCHOOL County Secondary, 1,300
Newland Road, Poulton-le-Fylde.
Fleeth - 11-16 year olds.
GARTHWAPE HIGH (914 m).
Barncliffe, Garsland
English.

Re-advertisement
INSTRUMENTAL TEACHERS
1. Woodwind - Clarinet and Bassoon (Saxophone pref).
2. Brass - Trombone and Cornet/Alt. Areas.
3. Percussion - Percussion and Orchestral Areas.
Candidates considered from newly qualified teachers - Scale 1, and experienced qualified teachers - Scale 2.
Scale 1 and 2 will be considered.
The Chief Education Officer, County Hall,
Preston, PR1 1RA (ref: 8/NAK).

CROYDON ADULT EDUCATION SERVICE

In collaboration with
CROYDON COUNCIL FOR COMMUNITY RELATIONS

APPOINTMENT OF TUTOR/ORGANISER FOR CROYDON HOME-BASED ENGLISH LANGUAGE TRAINING SCHEME

Applications are invited from suitably qualified and experienced persons for the post of full time Tutor/Organiser for the Croydon Home-Based English Language training scheme initiated by Croydon Council for Community Relations.

The successful candidate (who should be a car owner) will be responsible for the organisation, administration and development of the scheme, and will be expected to undertake English Language teaching for up to 10 hours per week.

The appointment will be for 1 year only in the first instance, and is renewable as from 1st January, 1977 or earlier if possible.

Salary will be in accordance with the Lecturer I Scale of the current Burnham F.R. Report (£2,781-£4,689 plus £297 London Allowance).

Further information and application forms, returnable by 13th October, 1976, may be obtained from the Director of Education (E.E.), Education Department, Tabernacle House, Park Lane, Croydon CR9 1TP (Tel.: 01-886 4433, ext. 2232).

COLLEGE OF HIGHER EDUCATION

LANCASHIRE

EDUCATION COLLEGE OF HIGHER EDUCATION

Ormskirk, Lancs.

An Associated College of The University of Lancaster

Area of English and Drama

1976-77 in January

1976-77 in January

1976-77 in January

1976-77 in January

1976-77 in January

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Community Homes and Associated Institutions

Headships and Deputy Headships

CITY OF LIVERPOOL

SOCIAL SERVICES DEPARTMENT

RECOMMENDATION OF HEAD

ST. CHRISTOPHER'S

COMMUNITY HOME

Applications are invited for the post of

Readvertisement

ROSSIE SCHOOL, MONTROSE

Applications are invited for the post of

HEAD

of this List 'D' School for Senior boys, aged 14 years or over, which will fall vacant on 1st April, 1977. The school has accommodation for 90 boys and also has a closed unit for 35 boys. Applicants should be qualified teachers of social workers, and should have had appropriate experience of the residential care of difficult children. Good administrative experience is essential. Salary is the range of £6,943 to £9,852 with placing according to qualifications and experience. A four bedroom house is available at a charge, presently of £20.93 monthly (inclusive of rent and rates) and the successful applicant will be expected to occupy it. Applicants should give full personal details including information regarding degrees and diplomas obtained, and details of posts held, all with dates. Also included should be the names and addresses of referees. Completed applications should be sent to the Office Correspondent, Rossie School, Montrose, Angus DD10 2TW, to reach him by 31st November, 1976. Intending applicants may visit the school by appointment with the present Headmaster. Candidates who previously applied for this post need not re-apply.

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC

REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including a Community Home School, a Regional Assessment Centre and an Intensive Care Unit.

INTENSIVE CARE UNIT

P.E. TEACHER

Applications are invited from qualified teachers for the above post. The Unit accepts up to 30 boys, age range 12-18 years who have either persistently absconded or proved to be too difficult to manage whilst in Local Authority Care. A very generous staffing ratio is provided with ample opportunities to work in a variety of situations with small groups. There are excellent amenities within the Unit including a well equipped gymnasium. It will be helpful if the person appointed can also assist with the remedial educational programme.

Salary: Burnham Scale 1 plus £1,923 p.a., which includes Extraneous Duty Allowance. Accommodation: Modern 6-bedroom house with central heating and garage, at moderate rental. Further particulars and application forms from the Principal, (Footscap, S.A.E. please.) Intending applicants will be welcome to visit by appointment, Tel: 01-898 41, 88. Closing date: Two weeks after publication of this advertisement.

DRUIDS HEATH SCHOOL—ALDRIDGE, STAFFS

ASSISTANT TEACHER

(FULL-TIME)

ASSISTANT TEACHER

(PART-TIME—15HRS.)

BURNHAM SCALE 1

Required at this Community Home for 68 boys aged between 10 and 18 years. Team teaching, three teachers with group of 24 boys. General subjects. For further details telephone The Principal, Aldridge 85655.

Barnardo's

COMMUNITY HOMES

Other Appointments

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HERTFORDSHIRE

SOCIAL SERVICES DEPARTMENT

REGIONAL ASSESSMENT CENTRE

TECHNICAL CHARGE

Applications are invited for the

post of Technical Charge

at the Regional Assessment Centre

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LIBRARIANS Appointments continued

LONDON, W.2

APPOINTMENT PROVIDING LIBRARIAN

To assist in the running of a school library, a Librarian is required. The post is full-time, with a salary of £1,200 p.a. plus £100 for overtime. The successful candidate will be responsible for the selection and acquisition of books, the maintenance of the library, and the provision of a service to the school. The post is open to Librarians with a minimum of 5 years' experience. Applications should be sent to the Director of Education, London W.2, by 15th October 1977.

Ancillary Services

DERBYSHIRE

For further details, contact the County Education Officer, Derby. Applications should be sent to the County Education Officer, Derby, by 15th October 1977.

DUDLEY

For further details, contact the County Education Officer, Dudley. Applications should be sent to the County Education Officer, Dudley, by 15th October 1977.

WILTSHIRE

For further details, contact the County Education Officer, Wiltshire. Applications should be sent to the County Education Officer, Wiltshire, by 15th October 1977.

Miscellaneous

LONDON, W.1

For further details, contact the County Education Officer, London W.1. Applications should be sent to the County Education Officer, London W.1, by 15th October 1977.

County of Cleveland CLEVELAND TECHNICAL COLLEGE

TUTOR LIBRARIAN

(Lecturer 1)

required as soon as possible to maintain and develop the college library. The salary is £1,200 p.a. plus £100 for overtime. The successful candidate will be responsible for the selection and acquisition of books, the maintenance of the library, and the provision of a service to the college. The post is open to Librarians with a minimum of 5 years' experience. Applications should be sent to the Director of Education, Cleveland, by 15th October 1977.

Applicants should possess good academic and teaching qualifications, and have first-hand experience of the work of a Technical College. Application forms and further particulars of the above post are available by applying in writing to the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Education Department English as a Second Language Scale 2 post

Applications are invited from teachers with qualifications and experience in teaching English as a Second Language in U.K. multi-racial schools. The teacher appointed will join a newly formed team, but will also have the opportunity to take part in an extensive in-service training programme. A Scale 2 post is available for a suitable applicant. Forms of application (stamped addressed envelope) obtainable from the Director of Education (Sch. 18), County Hall, West Bridgford, Nottingham. Closing date: 22nd October 1978.



Nottinghamshire
County Council

HEREFORD AND WORCESTER

COUNTY COUNCIL

EDUCATION DEPARTMENT

PHOTOGRAPHIC TECHNICIAN

Photographic Technician required to run the photographic section of the County Education Department. The successful candidate will be responsible for the selection and acquisition of photographic equipment, the maintenance of the section, and the provision of a service to the County Education Department. The post is open to Technicians with a minimum of 5 years' experience. Applications should be sent to the Director of Education, Hereford and Worcester, by 15th October 1977.

LIVERPOOL

ALTERNATIVE EDUCATION

For further details, contact the County Education Officer, Liverpool. Applications should be sent to the County Education Officer, Liverpool, by 15th October 1977.

NEWHAM

For further details, contact the County Education Officer, Newham. Applications should be sent to the County Education Officer, Newham, by 15th October 1977.

DUDLEY

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WILTSHIRE

For further details, contact the County Education Officer, Wiltshire. Applications should be sent to the County Education Officer, Wiltshire, by 15th October 1977.

STOCKTON-ON-TEES

For further details, contact the County Education Officer, Stockton-on-Tees. Applications should be sent to the County Education Officer, Stockton-on-Tees, by 15th October 1977.

NORTHUMBERLAND

TECHNICAL CENTRE

For further details, contact the County Education Officer, Northumberland. Applications should be sent to the County Education Officer, Northumberland, by 15th October 1977.

DUDLEY

For further details, contact the County Education Officer, Dudley. Applications should be sent to the County Education Officer, Dudley, by 15th October 1977.

ESSEX

COUNTY COUNCIL

EDUCATION DEPARTMENT

For further details, contact the County Education Officer, Essex. Applications should be sent to the County Education Officer, Essex, by 15th October 1977.

CAERPHILLY

For further details, contact the County Education Officer, Caerphilly. Applications should be sent to the County Education Officer, Caerphilly, by 15th October 1977.

PART-TIME WORK

For further details, contact the County Education Officer, Part-time Work. Applications should be sent to the County Education Officer, Part-time Work, by 15th October 1977.

TEACHERS

For further details, contact the County Education Officer, Teachers. Applications should be sent to the County Education Officer, Teachers, by 15th October 1977.

FOR SALE

For further details, contact the County Education Officer, For Sale. Applications should be sent to the County Education Officer, For Sale, by 15th October 1977.

Outdoor Education

DERBYSHIRE

For further details, contact the County Education Officer, Derbyshire. Applications should be sent to the County Education Officer, Derbyshire, by 15th October 1977.

HARELEY

EDUCATION DEPARTMENT

For further details, contact the County Education Officer, Hareley. Applications should be sent to the County Education Officer, Hareley, by 15th October 1977.

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Appointments Wanted

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FOR SALE

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Psychiatry

DERBYSHIRE

For further details, contact the County Education Officer, Derbyshire. Applications should be sent to the County Education Officer, Derbyshire, by 15th October 1977.

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Personal

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IMMEDIATE ADVANCES

REGIONAL TRUST LTD.

For further details, contact the Regional Trust Ltd. Applications should be sent to the Regional Trust Ltd. by 15th October 1977.

LYNNE IS GOING TO MOSCOW

PERSONAL LOANS

For further details, contact the Personal Loans. Applications should be sent to the Personal Loans by 15th October 1977.

EMIGRATE WITH BREWER & TURNBULL

For further details, contact the Brewer & Turnbull. Applications should be sent to the Brewer & Turnbull by 15th October 1977.

FOR LOANS AND MORTGAGES

For further details, contact the For Loans and Mortgages. Applications should be sent to the For Loans and Mortgages by 15th October 1977.

HOUSE PURCHASE ADVICE

For further details, contact the House Purchase Advice. Applications should be sent to the House Purchase Advice by 15th October 1977.

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MAXIMUM MORTGAGES FOR LOANERS

